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ABSTRACT

The introduction to this Systems and Procedures Exchange Center (SPEC) kit explains the Conspectus method, which was developed in 1980 by the Research Libraries Group (RLG) as a means of systematically and qualitatively evaluating large library collections. The discussion considers advantages and disadvantages of this tool, which evaluates past collection efforts, revealing the way in which the collections reflect those efforts, and determining the current and projected collecting intensity. Organization and staffing concerns are also discussed, as well as issues and trends in applications of the methodology. The North American Collections Inventory Project (NCIP)--an expansion of the Conspectus method--is described, and a copy of the NCIP questionnaire is provided. The major part of this publication is made up of documents that were submitted by Association of Research Libraries (ARL) member libraries in conjunction with the NCIP survey. This collection includes four documents that outline plans and procedures for implementing the Conspectus methodology, six that set forth criteria for assessing a collection, six that discuss various uses for the Conspectus, and four Conspectus project reports. Institutions submitting these documents are Emory University, Harvard University, Indiana University, Library Information Resources for the Northwest (LIRN), METRO, University of Alberta, University of British Columbia, University of California-Los Angeles, University of Missouri-Columbia, University of Oklahoma, University of Toronto, University of Virginia, Washington University, and Yale University. A nine-item reading list is also provided. (SD)

spec KIT

February 1989 OMS

Systems and Procedures Exchange Center

ISSN 0160-3582

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Qualitative Collection Analysis

The Conspectus Methodology

Kit 151

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QUALITATIVE COLLECTION ANALYSIS: THE CONSPECTUS METHODOLOGY

By Deborah Jakubs, Ibero-American Bibliographer and Head, Collection Development Department, William R. Perkins Library, Duke University

To know a library's collections—that is, to understand their history, be aware of their growth patterns, and see how they support user needs—is a major goal of collection development librarians. It has long been possible to know small segments of collections in this depth. Librarians also are able to describe entire collections quantitatively through such means as shelflist measurement. However, the more difficult goal of systematic qualitative evaluation of large collections, including mapping their strengths and weaknesses and determining needs and future directions, remains a challenge. One approach to meeting this challenge is the Conspectus methodology.

BACKGROUND/SURVEY. The Conspectus methodology was developed in 1980 by Research Libraries Group (RLG) libraries seeking to describe and compare their collections. Basically, the Conspectus method is a tool for evaluating past collecting efforts, revealing the way in which the collections reflect those efforts, and determining the current and projected collecting intensity. By completing worksheets structured on more than 7,000 ranges of Library of Congress classification numbers, librarians can evaluate retrospective and current collecting practices and policies. The result is a matrix of collection depth indicators.

The North American Collections Inventory Project, (NCIP), operated by ARL's Office of Management Services, is currently the most extensive expansion of the Conspectus method, although its use has been limited. NCIP aims to develop an online inventory describing collections from research libraries throughout the United States and Canada. On the regional level, the Library Information Resources for the Northwest (LIRN) has adapted the Conspectus to serve public as well as smaller academic and special libraries in the Pacific Northwest. Projects in Canada and Great Britain have amplified Conspectus worksheets to reflect their respective national collecting patterns.

To help prepare this kit, the 1988 NCIP Questionnaire, designed to profile uses of the Conspectus and participation in the North American Collections Inventory Project, was distributed to the 87 ARL libraries that are not members of the Research Libraries Group. Of the 58 libraries that responded to the survey, about 50% have Conspectus work in progress or have finished, and about 33% have scheduled data input into the Conspectus Online. The other half of the respondents do not plan to participate before 1990. Some documents for the kit were acquired from other institutions that have begun Conspectus work.

ORGANIZATION AND STAFFING. While there are many ways to organize for the Conspectus, most libraries use a coordinator. Staffing patterns determine the particular approach to the work. Generally, libraries that are highly decentralized and have a large number of bibliographers appoint a coordinator or coordinating committee. On the other hand, in libraries with a small collection development staff, the work of assessment is concentrated in the hands of a few and often requires more faculty consultation.

Conspectus work requires a significant commitment of time.

Conspectus work requires a significant commitment of time. Coordination duties include serving as a clearinghouse for assessment methodologies, resolving questions of interpretation, obtaining documentation, reviewing data for inconsistencies, and keeping a master set of worksheets. Some institutions have sought grant monies to support Conspectus work, while others have hired a temporary coordinator for the project's duration. Student assistants and interns also have proved helpful in assessment work.

ADVANTAGES AND DISADVANTAGES. Librarians view the Conspectus as a useful method of collection evaluation at a time when "knowing your collections" has become important for formal and informal resource sharing and other manifestations of cooperative collection development. Bibliographers point to the detailed analysis that is possible with the Conspectus, and as a result, the improvement in relationships between the library and the faculty. To a lesser extent, libraries have used the Conspectus to aid in resource-sharing.

Formal collection assessment through the Conspectus has become the basis of myriad activities within libraries. One purpose is to orient new bibliographers, alerting them to collecting patterns both past and present. Seasoned bibliographers report use of the assessment when changes in institutional programs or research trends influence the direc-

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tions of collection-building. Work on the Conspectus also opens lines of communication among bibliographers as they evaluate their respective approaches via subject or language to the literature of a field. Conspectus worksheets often serve as a bridge to formal collecting policies and therefore as a useful public awareness tool.

Conspectus worksheets often serve as a bridge to formal collecting policies and therefore as a useful public awareness tool.

Data from the Conspectus enables libraries to analyze expenditures and justify budget requests. With this data, libraries have made cases for special funding, for example, when current collecting efforts were increased to support new and revived areas of interest or degree programs within institutions. The information also has been used to determine collecting priorities and the internal allocation of the materials budget.

Some institutions have used Conspectus information as the basis for grant proposals for retrospective conversion and preservation. By identifying areas of emerging collection strength and materials in poor physical condition, the process of Conspectus-building has helped determine priorities for preservation as well as identify parts of collections that might be stored. Preservation scope notes are now a part of each Conspectus category.

The principal drawbacks to Conspectus work involve time commitments and interpretation problems. The Conspectus is a labor-intensive exercise which requires the coordination of a large number of participants. A coordinator must have the authority to establish a schedule and see that the work is carried out in accordance with it. Otherwise, staff who are participating may not see Conspectus work as a priority. If they are asked to add the Conspectus to their regular duties without support for the detailed and time-consuming work it entails, staff may resent the additional burden and the project may become prolonged, therefore losing continuity.

The subjectivity of the approach, especially when compared to quantitative methods such as shelflist measurement, also has been questioned. Accuracy of Conspectus values depends on bibliographers interpreting collecting levels in the same way and applying them consistently in the worksheets. There is concern that local political and economic pressures will encourage inflated assessment values. One danger is that faculty will misunderstand the Conspectus ratings and that the assignment given to a collecting level may either raise faculty expectations (if the level is high) or result in political problems (if the level is perceived as too low or decreasing). One of the basic themes underlying the Conspectus approach is the heavy reliance on the bibliographers' knowledge of the field and the collections. By its very nature, collection analysis is a process involving judgments.

ISSUES AND TRENDS. Experience shows that libraries find the Conspectus process and data most useful for local applications. Progress toward using the Conspectus as a tool for inter-institutional and national coordinated collection management has been slower. Where commitment to cooperation already exists, as among RLG libraries, the Conspectus has enhanced and shaped cooperative collection management activities. Where no such underlying commitment exists, it is evident that the Conspectus cannot resolve the difficult and complex issues of fashioning strategies for sharing responsibilities in building, maintaining, and preserving research collections.

The level of participation among North American research libraries has increased at a slower rate than expected. With the expansion of the Conspectus to Europe, the potential exists for cooperation with Western European research libraries. However, the critical level of participation among research libraries has not yet been reached. The creation of new uses for the Conspectus, in addition to the refinement and improvement of those to which it has been applied thus far, are important goals. Libraries will rely more and more on collections data in order to secure funding for ongoing support of collection, preservation, and retrospective conversion. Data will be used to identify materials in need of preservation because of their importance to local programs or to resource-sharing obligations. As the national preservation efforts gain momentum and as funding for preservation projects increases, the Conspectus may take on an important role and serve as the basis for coordinating preservation projects and for distributing responsibility.

It is important that individual institutions understand their own collecting patterns and satisfy local needs first before making cooperative commitments

One promising development is the availability of a microcomputer version of the Conspectus worksheets. The microcomputer management of Conspectus data will make it more possible for local groupings of institutions to devise working cooperative schemes, perhaps at the expense, at least temporarily, of national-level arrangements. It is important that individual institutions understand their own collecting patterns and satisfy local needs first before making cooperative commitments, and the Conspectus is being used to this end.

The most significant trend is the gradual adoption of the Conspectus approach to collection evaluation and description by libraries of several types and sizes. The Conspectus is allowing libraries regionally and nationally to speak a common language as they analyze the directions that research institutions are taking during the coming decade.

The SPEC Kit on Qualitative Collection Analysis: The Conspectus Method (#151, February 1989) contains documents that outline plans and procedures for implementing the Conspectus methodology, set forth criteria for assessing a collection, discuss various uses for the Conspectus, and report on projects completed by several libraries.

***

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QUESTIONNAIRE

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES 1527 New Hampshire Avenue N.W. Washington D.C. 20036 • (202) 232-8656

To: Directors of ARL Libraries Participating in NCIP

From: Jeffrey Gardner and Jutta Reed-Scott

Subject: 1988 NCIP Questionnaire and Call for Documents

Date: March 8, 1988

The attached 1988 NCIP questionnaire is designed to provide a profile of participation in NCIP, aid in the preparation of a SPEC Kit on the Conspectus, and assist in planning the future development of the North American Collections Inventory. Please forward the questionnaire to the head of collection development or the appropriate staff.

For the past three years ARL/OMS, with support from the Andrew W. Mellon Foundation, has initiated and maintained a range of services to facilitate participation in NCIP. At the conclusion of the grant support in June 1988, NCIP will move to an operational program. The responses from the questionnaire will provide information for ARL/OMS to use in allocating resources and charting future directions of NCIP as an ongoing program within ARL.

The long-term goal of NCIP is to build an online inventory of research library collections. As the result of recent discussions with RLG staff, ARL/OMS will coordinate the data entry of completed worksheets prepared by non-RLG ARL libraries. To respond to RLG's scheduling needs, ARL/OMS will provide RLG every six months with a list of non-RLG ARL members planning to submit data including divisions and projected target dates.

Additionally, we are asking libraries to provide documents, such as those that describe the library's purposes in undertaking Conspectus assessments, the organizational arrangements made to carry out the assessments, the approaches taken in applying the Conspectus methodology, or the results and benefits. The documents gathered as part of this survey, will provide information for a SPEC Kit on the Conspectus. This Kit, to be issued in fall 1988, will cover issues related to the planning and organizing of Conspectus projects, as well as library practices regarding faculty involvement, staffing, and local and regional applications.

Please return the completed questionnaire to the ARL/OMS office by April 8, 1988. If you have any questions about the questionnaire, please contact Jeffrey Gardner at (202) 232-8656 or Jutta Reed-Scott at (617) 736-4734.

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March 8, 1988

NORTH AMERICAN COLLECTIONS INVENTORY PROJECT (NCIP)
1988 NCIP Questionnaire and Call for Documents

Institution: _____

Name of Respondent: _____ Phone: _____

Position: _____

Contact Person (if different): _____

Phone: _____ Position: _____

==========

PART I. PARTICIPATION IN NCIP

The purpose of this section is to provide information on the status of and/or plans for participation in NCIP during the next two years. Check the phrase which best describes your library's current status:

3 1a. The library has completed the available Conspectus worksheets. (Please complete Part II)

24 1b. The library has completed selected Conspectus divisions and/or work is in progress. (Please provide information in Part II)

3 1c. The library has made firm plans to begin Conspectus assessments. (Please give as much data as your plans permit in Part II)

28 1d. The library does not plan to participate in NCIP before 1990. (If checked, skip to Part IV)

Please enclose readily available materials that illustrate the library's approach, such as: committee planning documents; implementation schedules; descriptions of collection assessment tools and approaches; procedures; evaluation or final reports.

==========

PART II. CONSPECTUS IMPLEMENTATION SCHEDULE

Please provide your best estimate of the extent of and plans for participation in NCIP. Please provide information, where applicable, for three factors:

1. Status: Please indicate in this column the status of each division using the following codes:
   - N No plans
   - P Being planned (schedule and assignments have been established)
   - O Ongoing project (in progress)
   - C Completed
   - R Under revision

2. Projected Date of Completion: Please indicate in this column the month and year when you completed or expect to complete each Conspectus division.

3. Data Input into the Conspectus On-line: Please use this column only if the data entry into the Conspectus On-line has been completed, is already underway, or if your library plans to submit data for input during 1988.

Conspectus Division	Status	Projected date of completion	Data input into the Conspectus On-line
Agriculture			
Art and Architecture			
Auxiliary Sciences of History			
Cartographic Materials			
East Asia			
Economics and Sociology			
Education			
Government Documents			
History			
Latin American Studies			
Law			
Library and Information Sciences			
Linguistics, Languages, and Literature			
Medical and Health Sciences			
Music			
Natural History and Biology			
Philosophy and Religion			
Physical Geography			
Physical Sciences			
Political Sciences			
South Asia			
Technology			

==========

PART II. (CON'T)

Please use this space to provide additional information or to explain the library's responses regarding the Conspectus Implementation Schedule.

==========

PART III. RESULTS

The purpose of this section is to survey NCIP libraries on results or uses of the Conspectus assessments. If your library has completed at least one major division, please describe the actual uses and benefits derived from Conspectus data, or enclose documents. Examples of uses could include: support for budget allocation decisions or drafting collection development policies.

==========

PART IV. INFORMATION REQUESTS

This section provides the opportunity to request information on participating in NCIP. Please check the appropriate space(s):

_____ I wish to receive information on training available for NCIP Participant Libraries.

_____ I wish to receive information on subscribing to NCIP materials.

_____ I wish to receive information on costs and procedures for submitting Conspectus assessments to the Conspectus online database.

_____ _____

_____

Please indicate other information needed.

Please return the completed questionnaire and documents by April 8, 1988 to:

NCIP Survey
Office of Management Studies
Association of Research Libraries
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036

Thank You.

PLANNING AND PROCEDURES

(Excerpt from Manual on Planning Steps)

RLG CONSPECTUS PROCESS

The process as we have refined it is composed of the following steps:

1. Selector meets with Coordinators and Conspectus staff to discuss process and coordinate a timetable for completion of steps.

   2 hours

2. Examine the shelflist count as provided by the Conspectus staff -
   [Each line of the Conspectus for the subject field is tabulated, with dates of publication and language, for titles cataloged in that classification.]
   and, with the Coordinator, examine the shelves to determine the Existing Collection Strength and the Current Collection Intensity for each line.

   3 hours min
   8 hours max.

   (time depends upon the size and complexity of the subject field, and the subject expertise of the individual selector)

3. For some subjects, guidelines have to be developed in-house. These guidelines will be developed in general by the Coordinator, but will need the expert knowledge of the selector to review and agree or modify the guidelines.

   2 hours

4. Check bibliographies against the holdings of Emory's libraries to assess the percentage of titles held. This forms the basis for judging the collection and the acceptance by the faculty of that judgment. It is one of the best ways of learning the depth and breadth of the collection, and the results can generate future orders. This step is not necessary for each selector or for every field. When it is necessary the time will vary according to the size of the bibliography and its complicated entries.

   10 hours max

5. Review and analyze bibliographies checked by the Conspectus staff.

   1-2 hours

6. Discuss the collection strengths and weaknesses with the Coordinator and plan for faculty discussions.

   1 hour

7. Meet with faculty and discuss the collection as it appears and what the Desired Collection is from the faculty perspective.

   1-5 hours

   (Time depends upon the interest of the department, the number of faculty and the diversity of faculty interests.)

8. Analyze faculty information and determine the Desired Collection Intensity.

   1 hour

9. Draft the report with the Coordinator and/or critique the draft developed by the Coordinator

   2 hours

The amount of time a selector might spend in a three month period to accomplish the RLG Conspectus for his/her field would range from a low of 13 hours to a maximum of 33 hours. At the maximum, the time would be less than 3 hours per week; at the minimum about 1 hour a week. Most would spend in the middle of the range.

SEQUENCE OF TASKS FOR COMPLETING CONSPECTUS WORKSHEETS

I. Preparation

Review existing documentation

II. Planning the analysis of the collection

Determine appropriate collection evaluation technique(s) for your unit
Set schedule and determine staff and skill level

III. Conducting the assessments

Carry out collection assessments
Collect needed data
Monitor results

} if needed, may wish to do this after IV and V

IV. Analysis of results of assessments

Determine strengths and weaknessess of the collection
Determine language coverage
Identify unique strengths
Identify chronological and/or geographical emphases or exclusions

V. Establishment of collecting level and language codes

Assign codes to each line of the Conspectus
Add scope and comment notes

VI. Review worksheets

Identify additional information needed
Consult with bibliographers in related or overlapping areas
Compare the assessments with those reported by other libraries

North American Collections Inventory Project
And
Collection Development Policy Statements
Aggregated Action Plan
University of Virginia Library

NCIP CONSPECTUS	WHO	START DATE	TO C.D. GROUP	COMPLETE DATE	POLICY STATEMENTS	WHO	START DATE	TO C.D. GROUP	COMPLETE DATE
					UVA DEPT				
L - EDUCATION	BA	C O M P L E T E		DEC 85	EDUCATION	BA	1 FEB 86	1 JUL 86	1 AUG 86
M - MUSIC	DW	1 JAN 86	1 MAR 86	1 MAY 86	MUSIC	DW	1 MAY 86	1 SEP 86	1 NOV 86
P - LING. LANG. LIT	ALD	C O M P L E T E		1 MAR 86	GERMAN	JC	1 FEB 86	1 MAY 86	1 JUN 86
	BIBS				SPANISH, ITALIAN & PORTUGUESE	CJL GTC	1 FEB 86	1 MAY 86	1 OCT 86
					FRENCH	GTC	1 FEB 86	1 APR 86	1 MAY 86
					SLAVIC	AP	1 FEB 86	1 MAY 86	1 JUN 86
					ORIENTAL LANGUAGES	RM KL	1 FEB 86	1 MAY 86	1 JUN 86
					CLASSICS	GTC JC	1 APR 86	1 OCT 86	1 NOV 86
					DRAMA	CS GTC	1 MAR 86	1 OCT 86	1 NOV 86
					ENGLISH	GT JC	1 SEP 86	1 NOV 86	1 DEC 86
					RHETORIC	GT	1 MAR 86	1 APR 86	1 MAY 86
B-BD - PHILOSOPHY AND RELIGION									
B-BD,BH, BJ PHILOSOPHY	GTC AP GT	1 JUN 86	1 AUG 86	1 SEP 86	PHILOSOPHY	GTC AP GT	1 SEP 86	1 NOV 86	1 JAN 87
BL-BX RELIGION	JC CJL RM	1 JUN 86	1 AUG 86	1 SEP 86	RELIGION	JC CJL RM	1 SEP 86	1 NOV 86	1 JAN 87
GOVERNMENT DOCUMENTS		L A T E R			N / A				
CARTOGRAPHIC MATERIALS		L A T E R			N / A				

1 MAY 1986

North American Collections Inventory Project
And
Collection Development Policy Statements
Aggregated Action Plan
University of Virginia Library

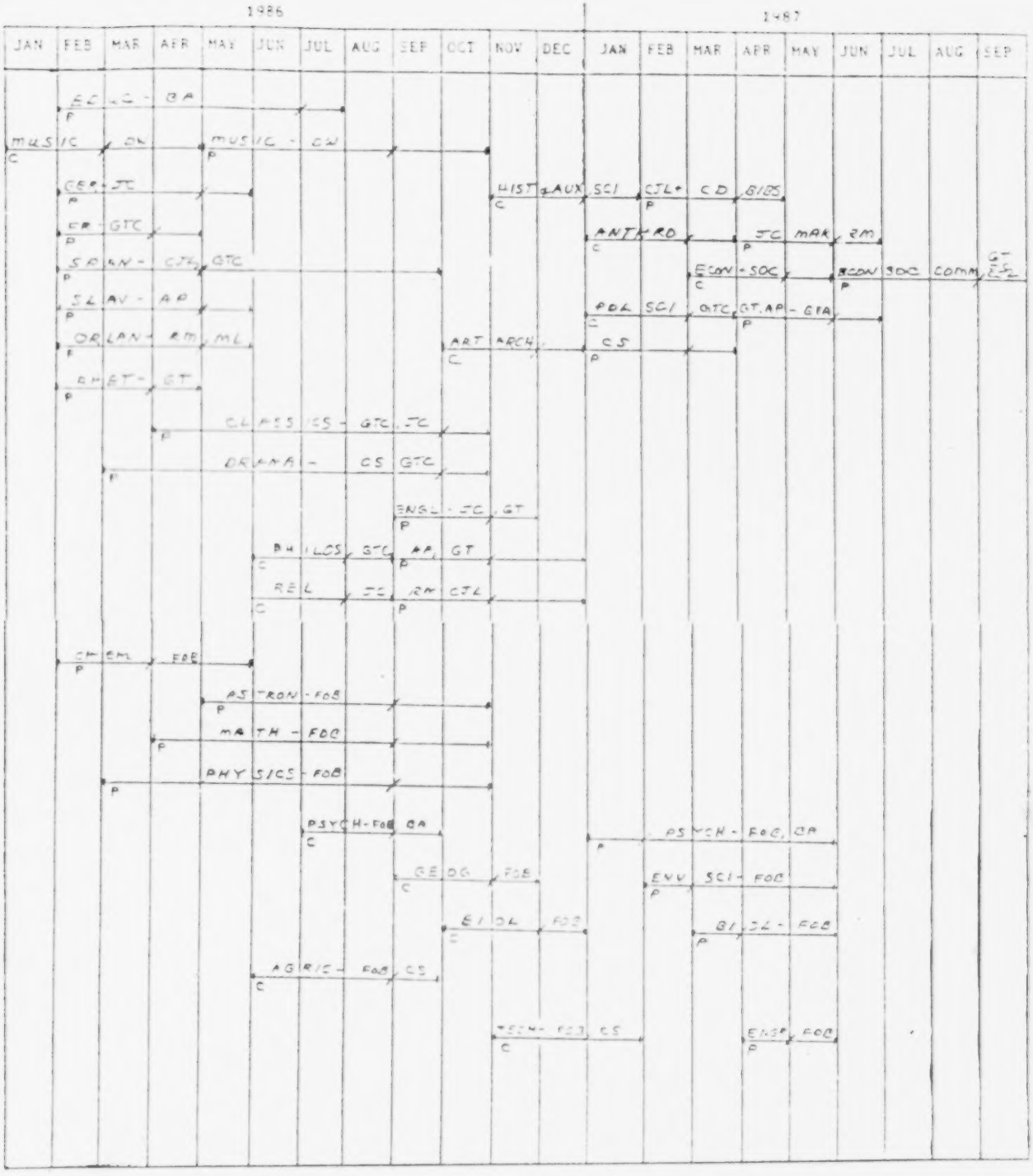
NCIP CONSPECTUS	WHO	START DATE	TO C.D. GROUP	COMPLETE DATE	POLICY STATEMENTS	WHO	START DATE	TO C.D. GROUP	COMPLETE DATE
					UVA DEPT				
A - GENERAL WORKS		L A T E R			N / A				
C - AUXILIARY SCIENCES OF HISTORY D,E,F - HISTORY	CJL and ALD BIBS	1 NOV 86	1 JAN 87	1 FEB 87	HISTORY	CJL and ALD BIBS	1 FEB 87	1 APR 87	1 MAY 87
GN - ANTHROPOLOGY	JC MAK RM	1 JAN 87	1 MAR 87	1 APR 87	ANTHROPOLOGY	JC MAK RM	1 APR 87	1 JUN 87	1 JULY 87
H-HX - ECONOMICS AND SOCIOLOGY	JC GT CJL	1 MAR 87	1 MAY 87	1 JUN 87	ECONOMICS SOCIOLOGY COMMERCE	GT JC GT	1 JUN 87 1 JUN 87 1 JUN 87	1 SEP 87 1 SEP 87 1 SEP 87	1 OCT 87 1 OCT 87 1 OCT 87
JA-JX - POLITICAL SCIENCE	GTC GT AP	1 JAN 87	1 MAR 87	1 APR 87	GOV'T & FOREIGN AFFAIRS	GTC GT AP	1 APR 87	1 JUN 87	1 JUL 87
N - ART & ARCHITECTURE	CS	1 OCT 86	1 DEC 86	1 JAN 87	ART ARCHITECTURE	CS CS	1 JAN 87 1 JAN 87	1 MAR 87 1 MAR 87	1 APR 87 1 APR 87
Z - LIBRARY SCIENCE		L A T E R			N / A				
AFRICAN STUDIES		L A T E R							
EAST ASIAN		L A T E R							
SOUTH ASIAN		L A T E R							
LATIN AMERICAN		L A T E R							
WOMEN'S STUDIES		L A T E R							
GOVERNMENT DOCUMENTS		L A T E R							
CARTOGRAPHIC MATERIALS		L A T E R							
LAW		[illegible]							
HEALTH SCIENCES		[illegible]							

North American Collections Inventory Project
And
Collection Development Policy Statements
Aggregated Action Plan
University of Virginia Library

NCIP CONSPECTUS	WHO	START DATE	TO C.D. GROUP	COMPLETE DATE	POLICY STATEMENTS	WHO	START DATE	TO C.D. GROUP	COMPLETE DATE
					UVA DEPT				
QA-QD - PHYSICAL SCIENCES	FOB	C O M P L E T E			CHEMISTRY ASTRONOMY MATH PHYSICS	FOB FOB FOB FOB	1 FEB 86 1 MAY 86 1 APR 86 1 MAR 86	1 APR 86 1 SEP 86 1 SEP 86 1 SEP 86	1 JUN 86 1 NOV 86 1 NOV 86 1 NOV 86
PSYCHOLOGY	FOB BA	1 JUL 86	1 SEP 86	1 OCT 86	PSYCHOLOGY	FOB BA	1 JAN 87	1 FEB 87	1 JUN 87
G-GF, QE - PHYSICAL GEOGRAPHY & EARTH SCIENCE	FOB	1 SEP 86	1 NOV 86	1 DEC 86	ENVIRONMENTAL SCIENCES	FOB	1 FEB 87	1 MAR 87	1 JUN 87
QH-QR - BIOLOGY & NATURAL SCIENCE	FOB	1 OCT 86	1 DEC 86	1 JAN 87	BIOLOGY	FOB	1 MAR 87	1 APR 87	1 JUN 87
S - AGRICULTURE	FOB CS	1 JUN 86	1 SEP 86	1 OCT 86	N / A				
T - TECHNOLOGY	FOB CS	1 NOV 86	1 JAN 87	1 FEB 87	ENGINEERING	FOB	1 APR 87	1 MAY 87	1 JUN 87

1 MAY 1986

NCIP & COLL. DEV. POLICY STATEMENTS
AGGREGATED ACTION PLAN
TIME CHART



NCIP CHECKLIST

I. Collection Development Committee will:

A. Select team leader.
B. Select team members in consultation with Team leaders.
C. Notify team members of team membership.
D. Give tentative deadlines for completion of the project.
E. Serve as a resource for the team while it is working on the project.
F. Review a draft of the project before it goes to the faculty.
G. Review final draft before it goes to the Director.

II. Team leader's responsibilities are to:

A. Call first meeting of the Team to prepare a plan to bring to Collection Development Committee on assigned date (generally one month after project begins).
B. Attend Collection Development Committee meeting and present the Team's plan.
C. Be responsible for Team's completion of all steps of the plan.
D. Keep Team informed of other Team member's activities and information received from the Collection Development Committee and other sources. To keep Team members informed the leader should call regular meetings, circulate materials and frequently contact members informally.
E. Keep Collection Development Committee informed about the progress of the project. Leaders may be asked to give periodic progress reports.
F. Relay the Team's questions to the Collection Development Committee and CDC's answers to the Team.
G. Review Team members' completed worksheets for completion and accuracy.
H. Write report of the work of the Team or designate a Team member to write the report.
I. Write an explanatory letter to be sent to the faculty along with the work sheets or designate a Team member to write the letter (a sample letter can be requested from CDC).
J. Meet with faculty along with Team member(s) who worked on appropriate lines of the worksheet.
K. Meet with faculty to discuss the final report, if they desire.

III. The Team member's responsibilities are:

A. Meet and develop a plan for completing the worksheets. (A sample plan is available from the Collection Development Committee.) The plan should include:

1. Team members.
2. Line/call number responsibilities.
3. Methodology/plan of action (see attached for some ideas of what to include).

   Each team's methodology must include:
   (1) plan for converting Dewey numbers so information about Dewey books can be included in appropriate lines of the Conspectus.
   (2) a plan to scan the shelves.
   (3) measuring the shelflist for assigned lines.
   (4) plan to assign Current Collection Intensity, Existing Collection Strength, Desired Collecting Intensity, language codes and Primary Collecting Responsibility.
   (5) assign collecting levels for each location.

4. Request for student assistant(s)
5. Tentative schedule. Schedule should include proposed dates:

   a. when all lines will be filled in.
   b. when Team will meet to review all lines.
   c. when draft report describing process and problems will be written (see attached for ideas of what to include).
   d. when draft report and worksheets will be sent to Collection Development Committee.
   e. when meetings will be scheduled with the concerned faculty.
   f. when Team will meet to discuss faculty input.
   g. when draft will be revised to reflect Team's discussion of faculty input.
   h. when final draft will be sent to the Collection Development Committee.

B. Request additional instruction if needed before beginning work on the worksheets.

C. Gather information that will help in the determination of collection levels. The attached list will give you some ideas of how to gather the information you need. The plan should list the methods you plan to use. Team members should follow proposed methodology for assigned lines, but the Team should remain flexible enough to make changes when necessary. Major changes in the methodology should be made in a Team meeting and the CDC Chair should be informed of the change. For minor changes the Team member need only consult with the Team leader.

D. Assign collecting levels, language codes and primary collecting responsibility (if needed) for assigned lines.

E. Meet regularly to: discuss the Team's progress, problems encountered, revisions needed in the Plan of Action; review the worksheets; and review the written report.

F. Send draft to be reviewed by the Collection Development Committee.

G. Identify faculty to review the work of the Team.

H. Review explanatory letter and worksheets to be sent to faculty (sample letters may be requested from CDC).

I. Hold a meeting with concerned faculty member(s), team leader and Team member(s) who worked on worksheets

J. Meet as a Team to review faculty input.

K. Revise worksheets and report. Include information about meeting with the faculty. Teams should not feel obligated to accept all of the faculty recommendations but the report should include information about all suggestions from the faculty.

L. Submit final draft to the Collection Development Committee. Final draft will be reviewed by the Director who may request changes.

Methodology could include:

I. Information gathering.

A. Statistical data
   1. Shelf-list count - follow instructions in the manual. Unless you are familiar with sampling methods check your proposed methodology with the Collection Development Committee. This information is required.

B. List checking.
   1. List of bibliographies to check: bibliographies may be identified on the expanded guidelines or found by checking the card catalog, Sheehy or other basic bibliographic sources.
   2. Plan for sampling. In long bibliographies a sample of titles should be checked rather than every title. Instructions for sampling are given in the manual. Unless you are familiar with sampling methods check your proposed method with the CDC before you begin.
   3. Review the microform collections owned by the Libraries. Some collections may not be cataloged so consult the Special Collections Librarian for information about these collections.
   4. Scan the shelves. It may be necessary to visit branches or annexes. If books are stored in an annex treat the annex as a shelving location rather than a branch. Shelf scanning should be included in the methodology of all teams.
   5. Review of faculty surveys: review the specialty each faculty member has listed and faculty opinion of the collection for their specialty; the information obtained may be used as an element of the subjective analysis of the collection. (Request surveys and composite data from the Collection Development Committee.)
   6. Review program reviews. These reviews contain information about the various programs at the University. Not available for all programs. (Request from the Collection Development Committee.)
   7. Review the Conspectus online printout. This printout will tell you how other libraries rated their collections. Some teams prefer to check the ratings of other institutions after they have proposed preliminary levels for the UMC collections. (Request from the Collection Development Committee.)

II. Interpret the results of information gathering.

A. Compare results of list checking to standards detailed in the supplemental guidelines.
B. Select bench mark universities and look at their collecting levels in the Conspectus Online.
C. Consider subjective evaluations of the collection when analyzing the results of information gathering.

III. Assign collecting levels.

A. Determine CCI: some aids may be the budget for the subject area, publishing output, approval plan, average cost of books.
B. Determine ECS: some aids may be the analysis of statistical data gathered, shelf scanning, general knowledge of the collection strength.
C. Determine DCI: consider program review, knowledge of departmental changes, faculty surveys, subjective judgement.
D. Assign language codes: consider the results of shelf scanning, knowledge or predominant languages of the universal body of literature.
E. Include pertinent information in the notes field. Use L to indicate notes of local interest and N to indicate notes that are of interest beyond the UMC Libraries.
F. Indicate primary collecting responsibility if materials are collected by more than one area (usually a branch and Ellis). Use an * to indicate Primary Collecting Responsibility.

Reports should include:

1. Methodology used in assigning your collection levels. Did you follow the steps outlined in your plan? What were the deviations and why?

2. List of bibliographies you actually checked and the results. Give percentages found in the UMC collections. If you did not check bibliographies please indicate other methods of checking you used.

3. How did you convert Dewey to LC? What were the problems you encountered?

4. Level of instruction and research in your particular area including degrees offered, level of graduate education, research effort of faculty. Any additional information from the Program Review and Faculty survey.

5. Any special information you want to add to your worksheet information.

6. Any particular problems you encountered.

7. After the meeting(s) with the faculty include information from those meetings. Included changes made or recommended changes not made and rationale for not changing.

8. Any additional information you want to pass on to the person who updates the worksheets at some date in the future.

Some suggestions for shelf scanning

1. Chronological coverage: Are older and newer materials consistently represented? Should they be?

2. Language coverage: How extensive is appropriate or significant foreign language coverage of the subject in the collection?

3. Principal works: Are the classic, standard, essential, and important works in the collection?

4. Primary sources: How extensively are critically edited original texts and documents included?

5. Criticism/commentary/interpretation: How complete is secondary monographic or critical treatment?

6. Periodical coverage: How extensive is periodical coverage of the subject? Are the core titles included?

7. Complete sets: Are sets and series well represented in the collection? Are they complete?

8. Number of volumes: What is the approximate size of collection? How many volumes are acquired annually?

9. Amount of funds budgeted.

September 16, 1986

TO: Collection Development Committee(CDC)

FROM: Anne Edwards, Mary Ryan

SUBJECT: North American Collections Inventory Project(NCIP)---
Philosophy and Religion

In mid-June, 1986, we presented a brief sketch of how we planned to inventory the religion and philosophy collections at Ellis Library to the CDC. Below are listed the eleven steps we presented at that time; as it turned out, these are the steps we found to be workable and satisfactory to us:

1) Contact Mary Mason at McGill to find out if she has material which may be helpful to us
2) Write other libraries to find out what tools were used
3) Identify the tools(bibliographies) we will use
4) Convert LC numbers to Dewey on the COnspectus Work Sheets
5) Measure shelflist(both LC and Dewey)
6) Do shelf checks, especially to note the number of titles in foreign languages and level and scope of material
7) Check OTO materials
8) Search the Conspectus Online
9) Look at the Program Reviews and Faculty Survey results in Philosophy and Religious Studies for aid in determining the Desired Collection Intensities
10) Study budgets, Approval and serial lists for aid in determining Current Collection Intensities
11) Check annexes for holdings

Because Supplemental Guidelines were not available for Philosophy and Religion, we relied upon the Manual for the North American Inventory of Research Library Collections as a starting point. Additionally, we found that Andrew D. Scrimgeour's article on "Philosophy and Religion" in Selection of library materials in the humanities, social sciences, and sciences(Chicago, ALA, 1986) provided a helpful overview of the two subject areas and the collecting needs for same. Anne wrote(sample letter here/with) to librarians at the University of Michigan, Dartmouth College, University of California-Berkeley, Princeton University and Yale University to inquire about sources they had checked their holdings against(copies of the responses received are here/with). Bonnie MacEwan contacted Mary Mason at McGill, and she supplied us with some notes(mainly on Philosophy) on how she tackled the NCIP assessment.

Having done this preliminary work, we next decided upon those tools that we would check our holdings against. Following is a list of those tools and the results of our searching efforts:

B 52 .T5 1983	Tice, Terrence N. Research guide to philosophy. Chicago, ALA, 1983.	We searched the Bibliography of Reference Works(pp. 503-15). Out of 54 titles listed, we have 32(59%). Some of the titles were classed separately series; individual titles were not searched.
GHP-R Z 7125 .D445	DeGeorge, Richard T. The philosopher's guide. Lawrence, Regents Pr. of Kansas, c1980.	We searched every sixth title. We have 57.5% of the titles listed.
GHP-R BL 41 .K45 1984	Kennedy, James R. Jr. Library research guide to religion and theology: illustrated search strategy and sources. 2d ed., rev. Ann Arbor, Pierian Pr., 1984.	We searched the Bibliography (pp. 41-56). Out of 408 titles listed, we have 267(65%).
GHP-R Z 7127 .P4	Philosopher's Index.	We searched the List of Periodicals indexed. Out of the listed 364 titles, we have 144(40%).
Philosophy Benchmarks list(McGill).		Out of the 13 listed titles, we have 13(100%).
GHP-R B 29 .W68 1982	World philosophy: essay-reviews of 225 major works. Ed. by Frank N. MaGill. Englewood Cliffs, N.J., Salem Pr., 1982.	Out of the 225 titles summarized we have 75%.
Religion Indexes list(McGill).		Out of the 34 titles listed, we have 20(59%).
Guide to Medieval and Renaissance Studies list(McGill).		Out of the 55 titles listed, we have 41(75%).
Basic titles for Church History(McGill).		Out of the 15 titles listed, we have 12(80%).
NCIP Pilot Project--Lists(McGill).		Out of the 40 titles listed, we have 32(80%).
Citations List for Yale Divinity Library Acquisitions.		Out of the 63 titles listed, we have 29(46%).
GHP-R Z 7753 .R358	Religion Index One: Periodicals.	Out of the 371 periodicals listed, we have 145(39%).

After we converted LC numbers to Dewey on the Conspectus Work Sheets, we did a shelflist count. A copy of those figures is also a part of this report. Because LC converts to a variety of scattered Dewey numbers, one cannot really measure a span of Dewey shelflist population and take seven samples, as suggested in the Manual. Because of this, we did an actual title count for each of the 152 Dewey numbers we decided were relevant.

Bonnie MacEwan next did a search of the Conspectus Online for all of Philosophy and Religion. We reviewed the results of this search as we did the corresponding shelf checks here in Ellis and found the search results very helpful. It was interesting to know how other librarians ranked their collections. We went to both annexes to review the relevant collections.

We were able to get the Program Reviews and Faculty Survey results in Philosophy and Religious Studies, and the information found in these documents was helpful in filling in the DCI column on the Conspectus Work Sheets. We reviewed the list of OTO materials ordered and decided that these acquisitions would not alter the rankings we had assigned when doing the shelf checks.

Some of the problems we incurred during the assessment process probably will be problems common among many of those who participate in NCIP:

1) ...the long length of time in takes to convert from LC to Dewey
2) ...the difficulty in doing shelf checks when materials are in four locations: GHP, 1-West, Annex I and Annex II
3) ...we found that we requested too few student hours for NCIP and consequently needed to involve our "regular" students to some degree with all of the searching required
4) ...the lack of Supplemental Guidelines in Philosophy and Religion
5) ...someone brand new on the job at Ellis might have a difficult time without knowing the history of some of our collections, e.g. some of our large, rare and expensive sets were acquired by Homer Thomas who was turned loose in Europe with a book bag!
6) ...we worked as a two person team(with one main student), and this was satisfactory--although we sometimes felt that more people would have spread out the work load more effectively. Our Conspectus Work Sheets were 10 pages long; for anything longer, we suggest that more than two people be involved.

Having assessed the collections in Philosophy and Religion, we reached some conclusions which are not found on the Conspectus Work Sheets:

1) In many instances, we have advanced and/or esoteric research material but lack basic texts, current material and serials,

e.g. we own only 75% of the titles summarized in Magill (Philosophy) and probably should own all of these titles to be at the Instructional Support Level. Perhaps we need to be more aware of the needs of undergraduates and regularly check our holdings against lists in Books for College Libraries.

2) In many instances, our DCI to support curriculum needs is higher than our CCI, due to limitations in budget. This is especially true in serials.

3) In Philosophy, we judged ourselves as having a 4-level collection (ECS) in only the areas of History and Systems, Modern and Ethics. Because the Philosophy Department offers a PhD program, this may suggest to the CDC that the Philosophy book budget should be raised, when possible, to better support more areas of study.

4) In Religion, we judged ourselves as having a 4-level collection(ECS) in Brahmanism, Hinduism; Christianity(Early Christian Literature, Church Fathers); Christianity(Church History); Christianity(Church History--Reformation and Counter Reformation); Roman Catholic Church; and Roman Catholic Church(Monasticism). Again, we have some extraordinarily useful material for the advanced researcher, e.g. Migne's Patrologia (Graeca & Latina) but lack some general material for the undergraduate.

In conclusion, if this report is acceptable to the CDC, the time spent on it will have spanned approximately three months. With vacations and the demands of the Fall Semester, the NCIP Project did not always have top priority, however, and we consequently needed to prolong its completion. Although it required a significant time commitment(and much of that time was spent away from offices), we both felt that the NCIP Project was a worthy endeavor.

December 18, 1986

On September 23, 1986, following the completion of our NCIP evaluation, an explanatory letter(immediately following) was sent to Carole Myscofski, Library Representative, Religious Studies, and Alex von Schoenborn, Library Representative, Philosophy. We asked that they look over the Conspectus Work Sheets so that we could review with them the purpose and process used in the Conspectus and the ratings assigned. We asked if we could meet with them to discuss the report -- at their convenience.

A follow-up letter(also following) was sent on November 6, 1986, and Carole Myscofski responded. Another letter(also following) was sent on December 10, 1986, and Alex von Schoenborn responded.

Meetings were held with Carole Myscofski on November 12, 1986 and with Alex von Schoenborn on December 18, 1986. Anne Edwards and Bonnie MacEwan met with Carole Myscofski; Anne Edwards and Mary Ryan met with Alex von Schoenborn. Both Representatives suggested that we change some collection level codes in the Desired Collection Intensities(DCI) column, but this was the only area in which we

differed. After learning more about some of their faculty research/plans, we made the suggested changes in the DCI column. By no means did the faculty always suggest that we buy more!

Carole Myscofski reported that she had routed the Conspectus Work Sheets to her colleagues in Religious Studies. All thought NCIP was of value and wrote comments on the Work Sheets. They agreed that in many instances, we have advanced and/or esoteric research material but lack basic texts, current materials and serials. Carole said her colleagues are "distressed" over this situation and urged that we try to get more money for needed purchases. It was their suggestion that we not buy in areas represented by Paragraphs 97, 103-113 and 118-128. They do not teach in the areas represented by Paragraphs 97 and 103-113; they thought that St. Louis University and Washington University would have sufficient holdings in the areas represented by Paragraphs 118-128.

Alex von Schoenborn voiced his concern over the way in which the Conspectus Work Sheets are arranged and divided. The fact that Kant(Paragraph 11) was the only philosopher treated as an individual was "ad hoc and arbitrary." His two other concerns were 1) that the Work Sheets he saw were not reflective of all areas in philosophy, i.e. works on medical ethics would be classed in another area and works on political philosophy in yet another area; and 2) that Philosophy was allotted such a small portion of the 14 Work Sheets for Religion and Philosophy. He thought this may have come about because classical Departments of Religion added Philosophy as an afterthought. We explained that the basis of the Conspectus was the Library of Congress Classification Schedule and RLG's involvement in the Conspectus development.

Looking to the future, Alex said that journals in philosophy are vitally important ... and might become more important than books when it comes to assigning monograph/serial allocations, i.e. they might want to reduce their monograph budget, if the serial budget could be increased. This shift to journal literature is a recent development in philosophy.

COLLECTION ASSESSMENT

CRITERIA FOR ASSESSING A COLLECTION

Although rating a collection subject by subject is a complex intellectual task, it need not be formidable. Trust in one's own judgment and experience with the collection are exceptionally important. Some studies have shown that professional judgment of collection quality is typically more accurate than inaccurate. This is not to suggest that assessment verification is unimportant. It does mean that judgments on collections can be made with confidence and checked by using one or more techniques, as time permits.

The following criteria, adapted from material prepared by RLG, summarize factors librarians keep in mind as they examine a subject area of the collection.

1. **Number of volumes**: Count of shelflist, or approximation based on 10 volumes per foot of shelf occupancy.

2. **Checking the collection against standard bibliographies** reflects:

   Principal authors: Are the standard, chief, or more important authorities and authors included?

   Principal works: Are the classic, standard, essential and important works in the collection?

   Primary sources: Are critically edited original texts and documents included? How extensively?

   Criticism/commentary/interpretation: How complete is secondary monographic or critical treatment?

3. **Chronological coverage:** Are older and newer materials consistently represented? Should they be?

4. **Complete sets**: Are sets and series well represented in the collection? Are they complete?

5. **Periodical coverage**: How extensive is periodical coverage of the subject? Are the chief titles included?

6. **Access to periodicals**: Are the major indexes or abstracts in the field available either in paper or on-line?

7. **Other formats and/or special collections**: Is the collection significantly strengthened by audio-visual materials, documents, microfilms or other special collections?

8. **Language:** Is the collection primarily in English or does it include extensive foreign language materials?

9. **Acquisition level**: How does the number of monographs acquired annually compare to standard annual publishing statistics?

10. **Level of funding**: How does the level of funding correlate with the acquisition rate and the book price inflation rate for the last 3 to 5 years?

11. **Collection Goals:** Do the collection goals reflect the library's mission?

1/5/87 D R A F T

TO: Margaret Coggin

FROM: Coordinators

SUBJECT: Methodologies for Collection Assessment

The three coordinators met to identify methodologies for collection assessment and determined which ones shall be used to carry out the assessment of the existing collections for the three subject fields selected to initiate the collection management and development plan.

After a review of the literature and speaking with collection development staff of other institutions (Stanford, Michigan, etc.) the following were identified as possible methods for collection assessment:

1. Bibliography/List Checking
2. Citation Analysis for Serials
3. Citation Analysis of Faculty Publications
4. ILL Statistics
5. Peat Marwick Stats (when available)
6. Shelflist Counts
7. RLG On-line Conspectus
8. RLG Conspectus Worksheets
9. Verification Studies (when available)

For all three subject fields, the following methods will be used:

1. RLG On-line Conspectus
2. Shelflist Count
3. Bibliography/List Checking
4. ILL Statistics
5. RLG Conspectus Worksheets

To conduct the shelflist counts, the coordinators will develop a worksheet to be used for the recording of needed data, i.e. dates, language, etc. In addition for every shelflist count, the coordinator will develop a list of LC Classifications that will be counted, develop the formula for establishing the random selection for the count, recording this strategy in the central file for that subject.

The following are the methods to be used for each of the initial selected subject fields:

Anthropology:

1. Bibliography/List Checking (to be determined in conjunction with selector)
2. Shelflist Count
3. Citation Analysis: Social Science Citation

Index: Annual Source Publication, Journals Arranged by Subject Category

4. ILL Statistics/Shelf Scanning
5. RLG On-line Conspectus
6. RLG Conspectus Worksheets
7. Citation Analysis of Faculty Publications

Chemistry:

1. Citation Analysis: List of 1000 Journals Most Frequently Cited by Chem Abstracts; Science Citation Index: Annual Source Publication, Journals Arranged by Subject Category
2. Citation Analysis of Faculty Publications
3. Shelflist Count
4. ILL Statistics
5. RLG On-line Conspectus
6. RLG Conspectus Worksheets
7. Verification Study

METRO
NEW YORK METROPOLITAN
REFERENCE AND RESEARCH
LIBRARY AGENCY
57 WILLOUGHBY STREET
BROOKLYN, NEW YORK 11201

4.0 CONSPECTUS ASSESSMENT

4.1 THE ASSESSMENT PROCESS

Assessing a library collection is one part of the larger task of managing a library collection. In smaller libraries collection management may be one of many tasks performed by the professional staff, and in larger libraries collection management may be a significant part of the work of several staff members.

No matter what the size of the library or its collection, the objectives of collection management are the same -- responsiveness and accountability. Library collections are created to respond to the actual and anticipated demands of the users of those collections. Library collections are managed so that librarians can, in building the collection, determine how well resources are being applied.

Individual judgments about a collection are made as purchase decisions are made and as the collection is used to provide service. The sum of these judgments creates the collection over a period of years. In recent years many libraries have found it useful to formalize collection management by creating collection policies as guides to action. Others have found it useful to examine the collection and to examine the client or user community as a basis for creating policies.

Each activity that focuses on policies, clients, and collections is important. However, this section focuses on collection assessment specifically because the conspectus methodology is primarily a way to collect, record, and display information about the collection rather than users of information.

4.2 CONSPECTUS METHODOLOGY

The steps in the conspectus methodology are:

1. Examining the collection subject-by-subject
2. Assigning to each subject or part of a subject a numeric rating for the collection level
3. Assigning to each subject or part of a subject a numeric rating for the level of collecting activity (acquisition commitment)
4. Assigning to each subject or part of a subject a numeric rating for the future collection goal (optional)
5. Preparing concise comments that describe important or unique characteristics of the subject collection
6. Recording the ratings and comments on the conspectus worksheets for input to the conspectus database
7. Examining database reports to revise and improve the ratings and comments

The steps are in the approximate order in which they normally would be completed, but there is room for variation. For example, comments may be made before determining the collecting level. Some steps are obviously more complex than others. Perhaps the most complex step is the first one, examining the collection to rate its level.

The numeric ratings used for determining collection level are derived from a ten-point collection-level indicator scale ranging from zero or "Out of Scope" to 5 or "Comprehensive Level." Each level has a standard definition (see Document 2.3.1) that describes the type of activities that can be supported by that collection level. The definitions are meant to describe the relationship between a collection or collecting level and client activities and not to rate that collection as "good" or "bad."

November 11, 1987

To: File

From: NCB

Subj: Collection Analysis--U. S. History

In preparation for writing a collection development policy in history, I assumed responsibility for collection analysis in U. S. History (E and F1-1000 in the LC classification). That work and results to date is summarized below.

1. Measured the OLS shelflist for each of the conspectus lines devoted to U. S. history. The shelflist provides title, rather than volume count and is, therefore, a better measure of the quality of the collection.

2. Secured copies of the 1985 National Shelflist Count for U.S. history. This list includes approximately 30 research libraries. The divisions within the National Shelflist overlap the conspectus divisions, but there are substantially fewer divisions in the National Shelflist than in the conspectus.

3. Secured a copy of the completed conspectus worksheets in U.S. history for those 17 institutions that had submitted their data to NCIP as of October, 1986.

4. Identified those institutions (Stanford, Iowa, Johns Hopkins, Michigan, Brown, and the Library of Congress) that had completed both the conspectus and the National Shelflist.

5. Compared OLS data with those institutions. Stanford appears not to fit the pattern of the other instututions, and it is impossible to use their data comparatively. For instance, they consistently report a relatively low number of titles in each category, but at the same time report a rather high level of collecting.

6. Determined existing collecting strength compared with current collecting intensity by examining book reviews that appeared in the Journal of American History during 2 different years. For existing collecting strength the year 1970 was selected; for current collecting intensity 1985 was chosen. The choice of those 2 years was based on:

a. 1970 was a period when faculty felt the OLS generally met their needs and before the inflationary period of the last 15 years. It was also a period before the installation of LUIS, and so all titles could be searched in the card catalog.

b. 1985 is a relatively recent period during which faculty

have been critical of the quality of the collection and reflects the results of inflation on the pattern of acquisitions. Any titles purchsed and cataloged during this period could be searched in LUIS, thus saving considerable time. 1985 was also selected, rather than 1987, because of the desire to assure that any titles acquired would have been cataloged.

7. Data suggest that in this subject area, the OLS actually acquired a greater percentage of titles in 1985 (79%) than in 1970 (74%).

8. Met with American historians within the department to review methodology and invite suggestions, especially bibliographies that might be used to refine the analysis. To date only Professor Henry Berger has recommended a bibliography--Guide to American Foreign Relations since 1700. After further consultation with him, 3 chapters dealing with Latin American and Middle Eastern relations were selected for review. A representative sample of entries from those chapters is being checked against OLS holdings.

9. Examined a list of periodicals that are surveyed (as of 1986) for America: History and Life and Historical Abstracts and identified all titles (730) published in the United States. The list of journals is extensive, covering the social sciences, parts of the humanities, and some library literature. OLS currently subscribes to 51% of these titles. If the list is restricted to journals that publish exclusively historical articles, then the number of titles held is approximately 75%. If state and popular historical journals are excluded, then the number held would probably be 80%. This information is compatible with the fact that in the 1986 review of journals, only one U.S. history title was recommended to be added to the collection.

10. Examined a print-out of numbers of titles cataloged in LUIS since 1978, arranged by LC classification. Since approximately 17% of the collection is in LUIS, information by LC classification can be used to determine relative currency of the collection. This data was compared with the OLS shelflist count to determine what percent of the shelflist in each conspectus category had been cataloged since 1978. If the percent were substantially less than 17%, then it was assumed that current collecting intensity was less than existing collection strength. If the percent were significantly larger, then current collecting intensity was assumed to be greater than existing collecting strength.

11. Reviewed the number of titles purchased under the Baker & Taylor approval plan from July, 1986 to June, 1987, to determine the number of titles and percent of purchases in U.S. history. Although categories are not perfect, the data shows OLS purchased 141 titles out of 375 available titles (slip or book, including

local history) during that year. Thus the library purchased 38% of available titles. As a percent of all books purchased during that year through the approval plan, U.S. history accounted for 1.4%.

12. Reviewed the detailed collection development document in U.S. history prepared as part of Brown University's recently completed collection development policy to compare data with that available for OLS in U.S. history.

13. As time permits, certain topical areas, such as economic history, education, intellectual, and social history, will be examined for existing collection strengths. One bibliographic source will be volume 1 of the Harvard Guide to American History.

14. Reviewed the research areas of the American historians through personal conversations with faculty as well as examining "Graduate Study in History, 1986-87" and the relevant portion of the university catalog for Arts and Sciences. This information will be useful in identifying "desired collecting intensity."

15. Studied the Directory of Archives & Manuscript Collections in the St. Louis Area (1985) for concentrations of research materials in neighboring institutions that might modify the collecting level of OLS. The Missouri Historical Society, for instance, collects Missouri and Louisiana Territory history comprehensively. Its proximity permits OLS to collect at a less intense level than if no other library in the immediate vicinity were collecting in this subject area. This information should be used in determing "desired collecting intensity," and should be recorded in the "Comments" section of the conspectus worksheets.

PROPOSED METHODOLOGY FOR AGRICULTURAL CONSPECTUS TEAM

Submitted to Collection Development Committee
17 June 1986

CONSPECTUS TEAM MEMBERS:

Trenton Boyd
June DeWeese
Janice Dysart
Al Jones
Judy Pallardy
Jan Rice, Team Leader

CONSPECTUS RESPONSIBILITIES:

S - S589.85	Janice
S560 - S582	June
S590 - S954	Al
SB	Jan
SD	Judy
SF	Trenton
SF518 - SF597	Janice
SH	Judy
SK	Janice

Each team member will analyze the collection for his/her call number range system-wide, consulting with appropriate bibliographers as necessary.

METHODOLOGY / PLAN OF ACTION:

A. Information gathering
   1. Statistical data (for LC and dewey):
      a. Shelf-list count
      b. Volume count for journals and classed-together monographic series
      c. Number of periodical subscriptions (based on Serials List by Fund Code)
      d. OTO orders (Science Office OTO order notebooks will be analyzed and, for appropriate Agricultural fund codes, orders will be tallyed by fund code to use as a general indication of a title count to be added to the shelf-list count data)
   2. List-checking
      a. Blanchard and Ferrell's Guide to Sources for Agricultural and Biological Research (partially annotated for UMC holdings)
      b. Agricultural Journal Titles and Abbreviations
      c. Biological and Agricultural Index list of titles indexed (annotation completed for UMC holdings)
      d. CAB Serials Checklist
      e. NOTES:
         1. All titles are recommended for list-checking in the "Supplemental Guidelines for Agriculture Conspectus."
         2. The decision was made not to check bibliographies which are more subject-specific which, while they might provide useful

and detailed information on our holdings, do not conform to the Supplemental Guidelines.

2. Call number information obtained during the list-checking will need to be manipulated to fit the Conspectus work-sheets. Call numbers for titles owned could be entered into a word-processing package and sorted by call number, to be applied to the Conspectus worksheets.
3. Ideally a comprehensive list-checking will be done, to assist the Agriculture conspectus, other Science conspectuses and Science reference and collection development activities. If sufficient student assistant monies cannot be obtained and if time cannot be taken from other sources to complete a comprehensive list-checking, the checking will need to be done based on a random-sample.

3. Review of faculty surveys: review the specialty each faculty has listed and the faculty opinion of the collection for their specialty; the information obtained may be used as an element of the subjective analysis of the collection
4. Scanning the shelves: to determine the age of the collection; historical aspects of the collection; use and condition of the collection, etc.
   Scan the LC shelves first; the dewey shelves second
5. Special problems and considerations related to Information Gathering
   a. Journals classed in general classifications but which are vital to research in a specialized area: treat where they actually fall within the Conspectus worksheets. Make NOTES where necessary to explain the inconsistencies.
   b. Documents:
      1. U.S. Documents: since UMC has been an 80% depository (and can be considered to be even stronger when the Readex Monthly Catalog collection is included), we can make the general statement that we are a level 4 for U.S. documents. Some lines of the Conspectus are specifically for documents; SuDoc-classed documents not listed as a line-item will need to be kept in mind as an element of the subjective analysis of the collection.
      2. International Documents: We can make the general statement that UMC is a level 3 for international documents, due to being a partial depository for FAO, the Index to International Statistics microfiche collection, Great Britain documents, etc.
   c. Deweys: To translate from the LC call numbers and subjects, use the subject guide to deweys (located in Technical Services by Mireya's desk); a 1965 edition of the Dewey classification tables is also available in Technical Services.

B. Interpretation and analysis of data
   1. Compare results of list-checking to standards detailed in the "Supplemental Guidelines for Agriculture Conspectus"
   2. RLG Conspectus Online: obtain for:
      -- Iowa State University
      -- Cornell University
      -- a third university, yet to be determined (land-grant and yet somewhat
      a. The Conspectus Team anticipates that Iowa State and Cornell will both have stronger Agriculture collections than does UMC, therefore the third university selected should be 'weaker"

b. There was concern among team members that reviewing other conspectuses this early in the analytical process might bias our judgements before we have had a chance to assign levels independently to the UMC collection. It will be up to the discretion of each team member to determine whether to consult the conspectuses at this point in the analysis, or to wait and check them during the final review process.

3. Determine if the National Agriculture Library has a shelf-list with which to compare the UMC shelflist count. (Note: the LC shelf-list is not an appropriate measure for Agriculture)

C. Establishing collection levels, language codes and notes

1. Determine Current Collecting Intensity (CCI)
   a. Analyze C. Vaughan's list of 'total approval program coverage' to determine estimate of number of books published in Agriculture
   b. Analyze CDC's 'fund allocation divided by the average price of books' list to determine approximate number of books added by fund code each year
      1. Determine current allocation per fund code
      2. Determine average cost of books per fund code
      3. Determine number of titles selected on approval per fund code
   c. General knowledge of current collecting activity
2. Determine Existing Collection Strength (ECS)
   a. Analysis of statistical data gathered
   b. Shelf-scanning
   c. General knowledge of collection strength
3. Determine Desired Collecting Intensity (DCI)
   a. Consideration of enhancement programs
   b. Knowledge of departmental changes (i.e. downgrading of department; development of new graduate programs, etc.)
   c. Review rating of campus programs
   d. Appropriate information from faculty surveys
   e. Subjective judgement
4. Language codes
   a. Shelf-scanning
   b. Knowledge of predominent languages of universal body of literature
   c. Could refer to faculty surveys to help determine language codes for DCI
5. Notes field
   a. Need to be aware throughout collection analysis of peculiarities to be referred to in "Notes"
   b. Make "Note" to explain predominance of one foreign language in collection
6. Assign composite Ellis/Branch levels concurrently with assignment of individual collection levels

D. Review results

1. Team leader will synthesize worksheets from team members
2. Team will review composite worksheets to determine that there are no glaring discrepancies
3. Team will review worksheets to assign * to library which should have primary collecting responsibility when more than one library has collection in call number range

E. Completed worksheets (but still considered a "draft") due to Collection Development Committee 1 September 1966

TENTATIVE SCHEDULE:

-- 18 June 1986 : begin collecting statistical data
-- 25 June
   7 July
   28 July
   early August
   } Conspectus team meetings to check on progress, discuss problems
-- 15 August 1986 : Completed worksheets to Jan
-- 18 August 1986 : Review process begins
-- meetings will be necessary 18 Aug - 1 Sept for team discussions of worksheet discrepancies and to assign primary location designations
-- 1 September 1986 : Conspectus due to Collection Development Committee

STUDENT ASSISTANT BUDGET REQUEST:

Based on mini-sample done of list-checking, we estimate that we would need at least 100 student hours to do a comprehensive list-checking and to enter the data into a word-processing program, in order to be at all useful for Conspectus work.

Majority opinion (though not a consensus) of the team is to ask for student assistance as first priority and the Serials List by Fund Code as second priority. Every team member contacted, however, stressed that both are necessary to satisfactorily complete the Conspectus.

MEMORANDUM

DATE: Fall 1987

TO: Faculty

FROM: Kathy E. Tezla, Social Science Coordinator, Collection Management-Woodruff General Library

SUBJECT: Research Libraries Group (RLG) Conspectus Worksheets

The Library collection for your subject area is being assessed. The process of assessment incorporates the use of a collection evaluation tool provided by the Research Libraries Group, called the "RLG Conspectus." The worksheets are used to assess the Library collection within each of the Library of Congress Classifications .

I am asking the faculty in each of the Departments supporting the Social Sciences to review the designated worksheets for your subject. As you look through the worksheets, looking at each line, ask yourself the following questions:

1. Do I as a faculty member use this Library of Congress Classification when I use the Library in the following manner: directing my students in their use of the collection at either the undergraduate or graduate level; using the collection for my own research?

2. If I do not use the designated Classification, what do I use instead ("D" or "J" LC Classifications)?

3. Do I use any other Classifications in addition to those being assessed?

4. Regarding the quality of the collection for lines reviwed, is the level of the collection MINIMAL, providing very basic works only?

5. Or is the collection at the BASIC INFORMATION level, providing up-to-date general materials, basic reference sources and journals, while not being sufficient to support advanced undergraduate courses?

6. Should the answers to questions 4 and 5 be no, then ask the following questions: Is the collection at the INSTRUCTIONAL SUPPORT level, providing adequate undergraduate and most graduate instruction support with a wide range of basic monographs and a selection of representative journals? Or, is the collection at the RESEARCH level, which would include major published source materials for dissertations and independent research containing an extensive collection of journals and major indexing and abstracting services, as well as pertinent foreign language materials?

7. Finally, ask if the collection supporting that line is COMPREHENSIVE, which would have to be a collection that would include all significant works of recorded knowledge in all languages and all forms.

8. Also, for lines reviewed ask the following questions regarding the language content of the materials contained in the collection for that particular line:

   E. Do English language materials predominate?
   F. Are selected foreign language materials included? If so, what are they? W. Is there a wide selection of materials in all applicable languages?
   Y: Is the material collected for that particular line primarily in one foreign language?

9. The final questions I would appreciate being addressed for lines reviewed are the following:

   What direction do you wish this part of the collection to take in the future? Should we discontinue supporting it? Should we strengthen it and if so, at what level, minimal, basic, instructional, research, comprehensive? Should we begin collection materials to support the line, if we currently are not doing so and, again, at what level?

The answers to all these questions can be placed in the "Comments" section of the sheets across from the particular line you are reviewing.

COLLECTION DEVELOPMENT QUESTIONNAIRE

NAME_____

Please check the subject areas in which you need strong library collections to support current research interests.

NATURAL HISTORY AND BIOLOGY

__ QH1 - 83	Natural History - General
__ QH84 - 199	Geographical Distribution. Ecology
__ QH204 - 277	Microscopy
__ QH305 - 307	Biology. History
__ QH308 - 313	Textbooks
__ QH315 - 323	Biology. Study and Teaching. Research
__ QH323.5	Biometry. Biomathematics
__ QH324	Methods of Research. Technique
__ QH325	Orgins and Beginning of Life
__ QH327	Space Biology
__ QH331	Philosophy of Biology
__ QH332	Bioethics
__ QH333	Social Aspects of Biology
__ QH341	Nature of Life
__ QH344	Biogeochemical Cycles
__ QH345	Inorganic Biology. Biophysics
__ QH349	Miscellanea
__ QH351	Morphometrics
__ QH352	Population Biology
__ QH359 - 390	Evolution
__ QH380	Speciation
__ QH401 - 425	Variation. Hybridization
__ QH428 - 429	Genetics, History and Biography
__ QH431	Human Genetics
__ QH432	Animal Genetics
__ QH433	Plant Genetics
__ QH434	Microbial Genetics
__ QH440 - 441	Genetics, Study and Teaching. Research
__ QH442	Genetic Engineering
__ QH443 - 450	Recombination
__ QH451	Modern Hybridization
__ QH453	Developmental Genetics
__ QH455	Population Genetics
__ QH456	Ecological Genetics
__ QH457	Behavioral Genetics
__ QH460 - 470	Maturation and Polyploidy
__ QH471 - 499	Reproduction and Development
__ QH501 - 531	Life and Death
__ QH505	Biophysics
__ QH506 - 529	Molecular Biology
__ QH540 - 559	Ecology
__ QH573 - 671	Cytology
__ QH705	Economic Biology

BOTANY

__	QK15 - 86	General Botany
__	QK91 - 97	Classification
__	QK98 - 100	Illustration. Edible & Useful Plants
__	QK101 - 474.5	Plant Geography
__	QK475 - 495	Botany of Seed Plants
__	QK504 - 599	Botany of Cryptogams
__	QK600 - 638	Fungi
__	QK641 - 673	Plant Anatomy
__	QK714 - 899	Plant Physiology
__	QK900 - 989	Plant Ecology

ZOOLOGY

__	QL5 - 79	General Zoology
__	QL81 - 84	Conservation
__	QL101 - 337	Zoology, Geographic and Topographic
__	QL365 - 369	Protozoa
__	QL371 - 374.2	Porifera (Sponges)
__	QL375 - 380.3	Coelenterata
__	QL381 - 385.2	Echinodermata
__	QL386 - 394	Worms and Other Vermiforms
__	QL395 - 400.5	Brachipoda & Bryozoa
__	QL401 - 432	Mollusca
__	QL434 - 599.82	Arthropoda
__	QL606.52 - 610	Vertebrates, General
__	QL618 - 639.5	Fishes
__	QL651 - 669.3	Reptiles and Amphibians
__	QL671 - 698.9	Birds
__	QL708.3 - 739.	Mammals
__	QL750 - 795	Animal Behavior
__	QL799 - 950.9	Morphology
__	QL951 - 991	Embryology

HUMAN ANATOMY

__	QM11 - 575 RB15-25 RK281	Human Anatomy
__	QM602 - 691	Human Embryology

PHYSIOLOGY

__	QP21 - 495	Physiology
__	QP500 - 772	Biochemistry
__	QP901 - 981	Experimental Pharmacology

MICROBIOLOGY

__	QR12 - 353	Microbiology
__	QR359 - 484	Virology

USES OF THE CONSPECTUS

TORONTO

University of Toronto Library

In the Southern Ontario Regional Conspectus working group, several local uses of the conspectus have emerged and others are being planned. Our general approach to the conspectus is that the group works on selected worksheets cooperatively while at the same time leaving the option open for individual members to move ahead of the group if they so desire. Although working as a group has meant slower progress (we will soon have four subjects completed) the benefits of a cooperative group effort far outweigh this. Most of the local uses which have emerged have come from either the collection assessment efforts or the completed worksheets.

A natural spin off from the collection assessment efforts has been to use the results of list checking for collection development purposes. An example of this occurred in our checking for Art and Architecture. After reading the guidelines the group agreed that we should check Arntzen and Rainwater's Guide to the Literature of Art History and share the results. Several members of the group decided to do a complete check of a recent, rather large antiquarian catalogue listing titles from Arntzen and Rainwater which were for sale. After completing the checking the results were shared and individual libraries were also able to fill in gaps in their collections.

The results of checking and shelf list counts have also been used in reviews of graduate programs. The Ontario Council of Universities a part of the Ontario Provincial Government has a program which on a cyclical basis reviews all the graduate programs offered in the province. Questions concerning the existing strengths of the library collection and the anticipated ability of the library to support the collection for the next seven years are asked in every review. Members of our group anticipate that using both the individual and comparative results of our checking will assist us in improving our responses to these surveys.

Actual and anticipated uses of the completed worksheets have also emerged in the group. The completed worksheets with the notes and assigned levels have proven to be a very useful training tool for new selectors. One of our members has had to train a new selector in an area where they have completed the conspectus. They found the completed worksheets to be extremely useful in presenting the existing strengths of their collection and the current collecting plans of the university. When the new selector goes one step further and studies the worksheets of all the group, both the contours of the individual collection and the strengths and weaknesses of the region can be grasped.

Recently a member of our group has expressed the intent to use the completed worksheets in the preparation of a revised collection policy. When we discussed this at a meeting it was concluded that with editing and in particular the compression of multiple lines in the worksheet into one line in a policy the worksheets would readily provide the structure and required data for a revised policy. Copies of revised policies from institutions such as Indiana who have already done this will facilitate the process.

Our group has also just begun discussion of the potential for cooperative preservation efforts within the region. In these discussions we intend to explore, among other things, the potential use of the worksheets in cooperative preservation efforts. The worksheets could be used to identify areas of strength and serve as a tool for rationalizing preservation efforts in areas such as preservation microfilming. Given the magnitude of the brittle book problem, every effort must be made to avoid duplication of microfilming efforts.

While all these tangible uses of the conspectus have developed, the most beneficial aspect of our work, in my opinion, has been the intangible effects of the group effort. Our meetings foster communication and cooperative, group approaches to problems. As a result of the conspectus work our group has now begun semi-annual day long meetings of Collection Development Officers in the region where current issues of common concern are discussed. We all benefit from these meetings and the increase in communication lays the groundwork for future cooperative projects.

Preservation Microfilming Proposal

to the

National Endowment for the Humanities

Section III. NARRATIVE

Committee on Institutional Cooperation

December 1987

4. Standards

This part discusses the criteria for selection, the procedures for searching and notification, and the standards for microfilming, cataloging, and storage of the archival master microfilms produced by the project.

4.1 Criteria for Selection

There are brittleness and subject criteria for selection.

4.1.1 Brittleness Criterion

Materials will be examined for brittleness by means of the commonly used two-fold test: a bottom corner of an interior page is folded back and forth twice (a total of four folds); the folded corner is then pulled gently. If the corner comes loose, the book will be considered brittle. Although the two-fold method is very simple, and although it does result in some damage to the book, it remains the most economical means to determine with reasonable accuracy which items qualify as brittle.

4.1.2 Subject Criteria

The essential purpose of reformatting brittle items in strong subject collections is to ensure that the content of those collections remains intact and reformatted materials remain available to other collections as representative of the knowledge on the subject for use by future generations of scholars. As a rule, therefore, the primary criterion for preservation in this project will be the brittleness of the paper. Materials targeted for preservation will also be reviewed by subject bibliographers, however, to ensure that all items being preserved are of potential value to future humanities scholarship. Date and location of publication will not normally be used as criteria to exclude an item from consideration, although it will be the responsibility of each institution to make certain that copyright regulations are followed in the filming of recently published documents.

Any materials found to be preserved elsewhere will be out-of-scope for the project: duplication cannot be justified or permitted, given the extent of the brittle books problem and the limitations of the resources. For purposes of the project, "preserved elsewhere" will mean that the content is available in some relatively stable format, i.e., reformatted or reprinted, in another research library. A document which has been announced for re-publication as part of a microfilm set available from a commercial micropublisher will not be considered to be

"preserved elsewhere" unless that set--or at least the microfilm of the relevant document from that set--is known to be held by a research library. If a film is found by a participating library to be commercially available, but is held by no North American library, the participating library will be encouraged to acquire that film with local funds.

4.2 Searching

In order to avoid reformatting materials that have already been preserved elsewhere, all candidates will first be searched in a variety of bibliographic sources. These sources will vary, depending upon the subject matter, but will include both those catalogs and listings specific to the subject as well as the standard union catalogs such as the National Register of Microform Masters (NRMM), the National Union Catalog (NUC), and the OCLC and RLIN databases.

4.3 Notification

There is general agreement among the participants that the provision of advance notification of the intent to film is important. This will be accomplished through the use of two principal mechanisms--queuing in RLIN a record of intent to film a particular title, or entering to OCLC a prospective cataloging record in OCLC.

Those institutions which enter all of their original cataloging records online into RLIN will use the queuing function provided by RLIN. Northwestern, which tape loads, will do prospective cataloging in RLIN. Entering the prospective cataloging record after the selection but prior to filming will provide notice to other libraries that the item will shortly be filmed. This practice has been used successfully by the Library of Congress.

Those libraries which enter all of their original cataloging records online into OCLC will do prospective cataloging in OCLC for the master negative microfilm. Chicago, which tape loads to OCLC, is making arrangements to use the queuing function provided by RLIN (please see footnote 3 at 6.1.1). In all cases, the libraries intend to enter bibliographic records for the master negative microfilm as soon after the selection of the title for filming as is practical.

All subject areas of the proposed project will also be recorded as preservation scope notes in the Conspectus of the North American Collections Inventory Project. The Conspectus is a subject-based summary of library collections throughout North America. All institutions using the Conspectus will therefore be made aware of the subjects targeted for preservation by the project.

sian history and history of World War II (Dewey call number ranges 057, 067, 891.7-891.93, 940 and 947). This collection numbers some 23,250 volumes (22,975 titles), of which 2,600-2,800 volumes are estimated to be brittle (about 12 percent). Of this, approximately 5 percent of the titles have already been filmed. The project thus will film 2,210 monographic volumes, predominantly in the humanities and social sciences issued in the last century of the Russian Empire (1800-1917) and the early years of the Soviet regime, as well as displaced person publications produced in the 1940s throughout Europe and the United States. In the third year of the project, the Library will film an additional 100 volumes of Ukrainian periodicals published between 1890 and 1940. These were issued on low-quality paper of high acid content, and many are unique to North American collections.

d. Workflow

The University of Illinois Library is in a unique position to carry out this project. Selection, searching, and preparation of materials to be filmed (9 percent of the total effort devoted to the project) will be conducted by the staff in Slavic Acquisitions working with experienced staff in circulation and stack maintenance sections of the library. Cataloging and inputting of records into the OCLC database (36 percent of the total effort) will be performed by specialized staff in Slavic Cataloging. Filming (54 percent of effort) will be done by Photographic Services; and marking and end processing (1 percent of effort) will be integrated with other library functions. This project will be overseen at all steps by experienced staff in Slavic librarianship and library preservation, who will ensure that all standards of the project are met

Curatorial review will be shared among Robert Burger, Associate Slavic Librarian, Dmytro Shtohryn, Associate Slavic Librarian, and Larry Miller, Senior Slavic Bibliographer, respectively bringing 11, 27, and 28 years of experience in selection, cataloging, reference and acquisition of Slavic materials to the project. In cases where selection choices must be made, potential research value will be judged on the basis of the selector's experience, the uniqueness of the item in North American research collections, the size of the print run, and past use. The project will be overseen by Norman B. Brown, Assistant Director for Special Collections, Acquisitions and Preservation, and Carl W. Deal, Director of Library Collections, each nationally-recognized figures with more than thirty years experience in developing and administering library collections.

Microfilm produced in this project will be available to interested scholars and libraries at $10 per reel or 10 cents per foot of film. Service copies will be available free of charge on interlibrary loan; Illinois requests reimbursement only for postage from borrowing libraries. In the past year, Illinois loaned more than 120,000 items to

other libraries; 78 percent of requests to borrow books were filled in 24 hours; 94 percent were filled in 48 hours. The unparalleled reputation of the Library in developing, arranging, and making Slavic collections accessible will ensure broad availability of materials preserved under this project.

6.3.2 Indiana University

Students:	32,000
Faculty:	1,400
Volumes Held:	4,000,000

Indiana will microfilm portions of its collections of Russian and Slavic general periodicals

a. Current Preservation Programs

The Library has developed a full preservation program using all standard procedures, with the exception of mass-deacidification. Preservations staffing is currently at 7.5 FTE with a budget of $420,000. The library has past experience with preservation microfilming, having conducted a $250,000 Title II-C grant in 1984 which involved extensive preservation microfilming of the Folklore Collection, and intends to expand this capability in the future.

The collections at Indiana are housed in a 500,000 sq. ft. library building completed in 1969 with adequate environmental controls.

b. Target Collection

The Slavic and Eastern European collections at Indiana University are among the strongest in the United States. These collections are developed at the Conspectus level 4W, and rank sixth in the 1985 National Shelflist Count. The Conspectus verification study in Russian history and literature showed Indiana's collection ranked sixth overall, compared to such major collections in RLG libraries as Michigan and Columbia; Indiana held 83 percent of the history titles in the sample (fifth place) and 77 percent of the literature titles (third place). With 180,000 volumes in the Russian and Soviet collections, and 137,000 volumes in other Eastern European collections, Indiana's collections are among the five largest in the country.

Only the collections at Illinois, because of the Summer Institutes, and the Library of Congress receive more use than those at Indiana University. The University's Russian and East European Institute allocates funds for scholars to travel from anywhere in the United States for up to four weeks during the summer to use the collections, and there are typically three to four times as many applicants as the Institute can fund. In addition, the library is regularly host to vis-

UNIVERSITY OF OKLAHOMA LIBRARIES

COLLECTION DEVELOPMENT POLICY STATEMENT (DRAFT)(1987)

MATHEMATICS

Programmatic Data:

The purpose of the mathematics collection is to support teaching and research in the field of theoretical and applied mathematics. The Department of Mathematics offers programs leading to the M.A., M.S. and Ph.D. degrees. In cooperation with the College of Business, there is a joint M.S.-M.B.A. degree offered, and in cooperation with the College of Education, and Ed.D. is offered. The collection supports scientists in other fields in the traditional applications of mathematics to the physical sciences and, more recently, in the applications to the behavioral and social sciences. It also serves students and faculty who use mathematics, statistics and computers as tools in their studies and research, as well as serving students in philosophy or secondary education mathematics.

At present, the larger active research groups are in the areas of algebra, analysis and topology. There are smaller groups in geometry, probability and mathematics education. Responsibility for collecting in the history of mathematics is shared with the History of Science collections; responsibility for statistics and operations research is shared with Business and Engineering respectively. When the computer science programs became part of the Engineering College in 1977, primary responsibility for acquisition in computer science shifted to the Engineering Library. Materials in applied mathematics are not extensive, and are generally housed in the library responsible for the area of application, for example, mathematical physics is housed in the Physics Astronomy Library, and biomathematics is in Bizzell Library with the life science collections.

Collection Description:

Call Numbers:

Principal call numbers in mathematics are QA in the Library of Congress classification and 510-519 in the Dewey classification.

Languages:

English is preferred, although there are a number of foreign language journals collected in the original language because English translations are not available. Most foreign language journals are gifts to the collection. German, French, and Russian are the predominant languages. Japanese publications are acquired in translation.

Chronological Period:

The collected works of well known mathematicians are acquired in the mathematics collection, but mathematics written before the nineteenth century is collected primarily in the History of Science Collections. Research publications in mathematics do not become obsolete.

Geographical Areas:

Not applicable.

Format:

The collection contains material mostly in printed format. There are only a small number of journal holdings in microfiche, since, in general, microform is not desirable for mathematics.

Monographs

Research monographs, texts, graduate level and upper division texts (lower division texts are excluded), mathematical and statistical tables, handbooks and dictionaries biographical and institutional directories, and selected biographies are collected.

Serials

Lecture notes," "Series in...," "Advances in...," indexes, abstracts, professional journals, and trade journals are collected.

Sources of Acquisitions:

Materials in mathematics are acquired principally through purchase, the approval plan, and gifts. Societal publications comprise a significant source of acquisitions.

UNIVERSITY OF OKLAHOMA LIBRARIES

COLLECTION DEVELOPMENT POLICY STATEMENT (DRAFT)(1988)

COMPUTER SCIENCE

Programmatic Data:

The purpose of the computer science collection is to support teaching and research in the fields of theoretical and applied computing science. Computer science has been a part of the School of Electrical Engineering in the College of Engineering since 1977, when collecting responsibility was transferred from the Mathematics Library to the Engineering Library. (Early computer science materials continue to be housed in the Chemistry-Mathematics Library.) The school offers undergraduate and graduate degrees, leading to the Ph.D. Although computer science is used extensively in other disciplines, the computer science program is geared toward rigorous professional training rather than a liberal arts or business based emphasis. Computer use has become essential for increased productivity in virtually every industry, and all high technology industries are closely associated with computers; thus a strong program is considered essential for attracting high-tech industry in Oklahoma.

Research emphases include software engineering, scientific programming languages, computer architecture and parallel processing in large scale computing, and modelling and simulation. A growing emphasis on artificial intelligence, with applications in expert systems and robotics, also serves other schools in the Engineering College, as well as business, psychology and the health sciences.

The computer science collection emphasizes theoretical works, but includes applied materials for the support of teaching and research. Specific fields of application for other Engineering disciplines are a smaller, but substantial component of the collection.

Collection Description

Call Numbers:	Principal call numbers in computer science are QA 75-77, QA 267-268.5 (machine theory) and TK 7885-7895 (computer engineering). For applications in special fields refer to primary disciplines e.g. QD 39.3 (Electronic data processing in chemistry.)
Languages:	English is preferred.
Chronological Period:	Computer science is a discipline of the twentieth century. The emphasis is on current research and theories.
Geographical Areas:	Not applicable.
Format:	Print format is preferred. Textbooks at the upper undergraduate or graduate level are collected, and a few biographies of the early pioneers in computer science have been collected. Required textbooks, programming language materials, and manuals are rarely acquired.
Monographs:	Research monographs, graduate and upper division texts, handbooks, dictionaries, programming languages (high level), and selected biographies are collected.
Serials:	Conference and symposium proceedings, "Lecture Notes...," "Advances in...," indexes and abstracts,trade journals, and professional journals are collected.

LEVELS OF COLLECTING IN MATHEMATICS AND COMPUTER SCIENCE (1988)

LC CLASS EQUIVALENTS	SUBJECT GROUPS	COLLECTION LEVELS AND LANGUAGE COVERAGE			COMMENTS
		Existing Collection Strength	Current Collecting Intensity	Desired Collecting Intensity	
Q300 - 335	Artificial Cybernetics	1E	2E	3F	
Q350-370	Information and Control Theory	1E	2E	3F	
QA3	Collected works	2F	2F	3F	
QA5	Dictionaries, Encyclopedias	2F	2F	3F	Principally in History of Science Collection
QA7	Conferences	2F	2F	3F	
QA8	Philosophy of Mathematics	3W	3W	4W	Principally in History of Science Collection
QA9-10	Mathematical Logic	3E	3E	4E	
QA11-20	Study and Teaching	2E	2E	3E	
QA21-35	History-Biography	3W	3W	4W	Principally in History of Science Collection
QA36-73	General Works, Tables, etc.	1E	1E	1E	
QA74-76	Computer Science - General	2E	2E	3E	
QA75-76	Computer Science- History, Biography	1E	2E	2E	Principally in History of Science Collection
QA75-76	Computers-Careers. Education. Study and teaching. Research	1E	1E	2E	
QA75.5	Periodicals. Societies. Congresses. Serial Collections. Confrences	1E	2F	3F	
QA76.1	General Works. Dictionaries. Encyclopedias	1E	2F	3F	
QA76.38	Computer-Hybrid	1E	1E	1E	
QA76.4	Computers-Analog	1E	1E	1E	
QA76.5	Computers-Digital	2E	3E	4E	
QA76.5	Computers-Digital-Microcomputers. Mini-computers. Personal Computers	2E	2E	2E	
QA76.6	Computers-Operating Systems	2E	2E	3E	
QA76.6	Computer Software	2E	2E	3E	
QA76.6	Computer Software-Programming	3E	3E	4E	
QA76.7	Computer Software-Programming Languages	3E	3E	4E	
QA76.7	Computer Software-Programming Languages-High Level	2E	2E	4E	

LC CLASS EQUIVALENTS		SUBJECT GROUPS	COLLECTION LEVELS AND LANGUAGE COVERAGE			COMMENTS
			Existing Collection Strength	Current Collecting Intensity	Desired Collecting Intensity	
QA76.7		Computer Software-Programming Languages-Assembly Languages	2E	2E	2E	
QA76.9		Computer Software-Software Engineering	2E	2E	4E	
QA76.9		Computer Science-Algorithm Analysis	1E	2E	5E	
QA76.9		Computers and Society	2E	1E	2E	
QA76.9		Computers and Society-Economic aspects	1E	1E	2E	
QA76.9		Computers and Society-Computer Literacy	1E	1E	1E	
QA76.9		Computers and Society-Computers and children	1E	1E	1E	complemented by Education
QA76.9		Computing Systems	2E	2E	3E	
QA76.9						
	.A25	Access Control	1E	2E	3E	
	.A73	Computer Architecture	1E	2E	3E	
	.C62	Computer Arithmetic	1E	1E	2E	
	.C65	Computer Simulation	1E	2E	3E	
	.D3-35	Computer Science - Data Base Management System	2E	2E	3E	
	.E94	Evaluation - Computer Performance	1E	1E	2E	
	.E95	Evaluation - Data Processing	1E	1E	2E	
	.E96	Computer Systems - Expert Systems	2E	3E	3E	
	.F38	Computer Systems - Fault-tolerant Computing	1E	1E	2E	
	.F5	File Organization	1E	1E	2E	
	.I58	Computer Systems-Interactive Computer Systems	1E	1E	2E	
	.M3	Management	1E	1E	2E	
	.M35	Mathematics	1E	1E	3E	
	.P75	Computors and Society - Psychological Aspects	1E	1E	1E	
	.R45	Remote Job Entry	2E	2E	3E	
	.W65	Software Maintenance	2E	2E	3E	
	.S8	Computer-Standards, Codes, Specifications	2E	2E	3E	
	.S88	System Design	2E	2E	3E	
	.T48	Text Processing	2E	2E	3E	
	.V5	Computer Systems-Virtual Computer Systems	2E	2E	3E	

LC CLASS EQUIVALENTS	SUBJECT GROUPS	COLLECTION LEVELS AND LANGUAGE COVERAGE			COMMENTS
		Existing Collection Strength	Current Collecting Intensity	Desired Collecting Intensity	
QA95	Recreations (Mathematical)	1E	1E	3E	
QA101-145	Numeration, Arithmetic, Elementary Math.	1E	1E	1E	
QA150-162	Algebra	3F	3F	4F	
QA164-166	Combinators	4F	4F	4F	
QA166	Graph Theory	3F	3F	4F	
QA169-219	Linear and Multilinear Algebra,Matrix Theory	3E	3E	4F	
QA221-224	Approximations and Expansions	3E	3E	3E	
QA241-246	Number Theory	3F	3F	4F	
QA247-255	Ring Theory and Algebras	3E	3E	4F	
QA267-268	Machine Theory, Abstract Automata	2E	3E	4E	
QA267.5	Automata (Cellular, Probabilistic)	2E	2E	4F	
QA267.3	Machine Theory-Formal Languages	2E	3E	4E	
QA268	Machine Theory-Coding Theory	2E	3E	4E	
QA268.5	Machine Theory-Switching Theory	1E	1E	4E	
QA269-272	Game Theory, Games, Gambling	2E	3E	4E	
QA273	Probability Theory	2F	2F	3F	
QA274	Stochastic Processes	2E	2E	3F	
QA275	Theory of Errors	1E	1E	2E	
QA276-280	Mathematical Statistics	2E	2E	3E	
QA281-295	Interpolation, Sequences, Series	1E	1E	1E	
QA297-299	Numerical Analysis	3F	3F	4F	
QA300-316	Analysis	3F	3F	4F	
QA331-360	Theory of Functions	3F	3F	4F	
QA370-381	Differential equations, Differential forms	3F	3F	4F	
QA377	Computer Methods in Applied Mathematics	2E	3E	4E	
QA385-387	Topological Groups, Lie Groups	2F	2F	4F	
QA401-433	Analytical methods used in the solution of Physical Problems	1E	1E	4E	

LC CLASS EQUIVALENTS	SUBJECT GROUPS	COLLECTION LEVELS AND LANGUAGE COVERAGE			COMMENTS
		Existing Collection Strength	Current Collecting Intensity	Desired Collecting Intensity	
QA440-563	Geometry	3F	3F	4F	
QA564-608	Algebraic Geometry, Tranformations, Correspodence.	3F	3F	4F	
QA611	General Topology	3F	3F	4F	
QA612	Algebraic Topology	3F	3F	4F	
QA613-614	Manifolds, Global Analysis	2F	3F	4F	
QA615-699	Differential Geometry	2F	3F	4F	
QA801-939	Analytical Mechanics	2F	2F	3F	

YALE UNIVERSITY LIBRARY
COLLECTION STRENGTH/PRESERVATION SURVEY

Name of collection and/or range of call numbers:	
Location:	
Collection Strength Priority: (0-3; 0 = none, 3 = highest)	Preservation Priority: (0-3; 0 = none, 3 = highest)
Brief subject description (scope, uniqueness, hist'l/nat'l importance, etc.):	
Formats involved:	
Size estimate - overall collection:	Per cent needing preservation:
Environmental controls/problems?:	
Preservation needs (ballpark estimates of major types of work needed):	
Funding Suggestions:	
Filled out by:	Date:

TABLE I

This listing includes collections that are most important in the Yale Libraries and that have serious preservation problems. Those collections that had problems but were not a high priority in the Conspectus, Yale's academic program, or as a national resource, were not included. Within the highest priority grouping (those with a 3 rating in both strength and preservation need), a smaller number were selected by the Task Force as a representative group of proposed projects that spanned all types of collections and offered several project types (marked 1A). These provide a core group to review for immediate project efforts.

See Attachment K for the survey forms from which this information was drawn.

Abbreviations: AOB = Arts of the Book Collection; BRBL = Beinecke Rare Book Library; EGC = Economic Growth Center; HSR = Historical Sound Recordings Collection; MS&A = Manuscripts and Archives Department; MSS = Manuscripts; YC = Yale Collection; YCAL = Yale Collection of American Literature.

Overall Priority Grouping: 1A = top priority; 1 = high priority, etc. to 4 = lower priority.

Major or Special Collections	Conspectus Rating	Academic Priority	Nat'l Value	Strength Rating	Preservation Need	Project Type					Overall Priority Grouping
						Reformat	Rehouse	Rebind	Conserve	Preserve	
BRBL - Gen. Rare Books & post-1000 MSS		X	X	3	1	x	x		x		3
BRBL - HSR, American Musical Theatre	X	X	X	2	2	x				x	3
BRBL - HSR, Burnside Script Coll'n.	X	X	X	2	3	x					3
BRBL - HSR, Cole Porter Scrapbooks	X	X	X	3	1		x		x		3
BRBL - HSR, Cole Porter Travel Photographs	X	X	X	3	2		x				2
BRBL - Incunabula Zi		X	X	3	2		x		x		2
BRBL - Japanese MSS	X	X	X	3	1	x					2
BRBL - J.W. Johnson, MSS	X	X	X	3	2		x				2

RLG Preservation Scope Notes

As an outgrowth of the joint work of the Collection Management and Development Committee and the Preservation Committee of RLG, scope notes may now be added to the Conspectus data for your institution. Preservation scope notes provide RLG and individual institutions with the ability to determine where large preservation projects are in progress, and thereby help to assist us in both the long- and short-range planning of our preservation activities.

Preservation Scope Notes, like Category Scope Notes, are linked to Conspectus categories, rather than individual Conspectus subject lines. They are retrievable on-line in a fashion exactly analogous to Category Scope Notes: that is, FINd DVP MUSIC# AND PRES NOTE would retrieve all the Preservation Scope Notes for the Music division.

The enclosed Scope Note form is meant to guide you in preparing your preservation note. While we have tried to include the major points -- those which we feel will underline its utility -- it is just a guide. Do not feel pressed to answer if you cannot, and please do include supplemental comments if you think they are of essence. The following information should also be of assistance when filling out the form:

CONSPECTUS CATEGORY -- Use either the exact Conspectus ID's (see attached list) or exact name.

PROJECT SUBJECT -- Conspectus Categories are often quite broad. If your project only covers a specific subset of the related Category, indicate the subset here.

SIZE OF COLLECTION -- Include if known or if it can be reasonably estimated.

NUMBER OF VOLUMES (TITLES) -- Record the number of titles (if known) for monographs, and the number of titles AND volumes for serials (if known).

REFORMATTING -- Indicate the type of reformatting. Examples are given in parentheses.

PHYSICAL TREATMENT -- Indicate the type of treatment. Examples are given in parentheses.

SELECTION METHODOLOGY -- If relevant, indicate whether an entire collection is being preserved, whether items are selected through curatorial review, or some other method.

COMMENTS -- Use to provide relevant information that cannot be captured through other data fields.

Data Elements for RLG Preservation Scope Notes

Draft Worksheet

Apr. 28, 1986

LI: CONSPECTUS CATEGORY:

PROJECT SUBJECT:
DATE: SUBMITTED BY:

Description of Collection

Size of collection (if known):

Number of volumes (titles) to be preserved:

Format (e.g., monographs, serials, scores, etc.):

Other relevant information:

Type of Treatment

Reformatting (e.g. film, fiche, preservation photocopy):

Physical Treatment (e.g., rebind, rehouse, artifactual conservation):

Project Planning

Project Start Date:

Project End Date:

Source(s) of funding:

Cooperative partner or project name:

Selection Methodology:

Comments

Collection Development Policy

History

1. GENERAL PURPOSE

The history collection in the Olin Library System primarily supports the research needs of the department of History faculty, graduate students, and undergraduate majors. The collection is also widely used by a number of Washington University faculty and students outside the department of History. Over one-half of the History faculty participate in one or more of the University's many interdisciplinary programs. In addition, faculty and students from virtually all other Humanities and Social Science disciplines, along with many from the Sciences, regularly utilize portions of the history collection. Also, many undergraduates take at least one history course as part of the requirements for the A.B. degree from the University.

Collecting efforts are aimed at maintaining a well rounded history collection, with special strengths in areas of present research interest at Washington University, but which provides materials for the undergraduate in all areas of history, and which will in the future provide an adequate basic collection as research interests and programs change.

While the general emphasis in overall collection development at Washington University is on current materials, history, due to its nature, involves additional emphasis on the continued acquisition of retrospective materials through both gifts and purchases. This involves antiquarian books, reprints, and microform sets, avoiding in most instances duplication with holdings at the Center for Research Libraries.

2. WASHINGTON UNIVERSITY PROGRAM

The University offers the A.B., M.A., and PhD degrees in History, along with degrees in several interdisciplinary areas which draw heavily upon history faculty and resources. Undergraduate courses cover the full range of inquiry in history. At the graduate level, fields of special interest include Medieval, Early Modern and Modern European, British, Russian, Latin American, American, Middle Eastern, and Far Eastern history.

3. SUBJECT STRENGTHS

There are good retrospective collections in United States history (especially social and economic history); modern Latin American history; Western European history (especially early modern and modern England, twentieth century German history, and modern French history); modern Russian history; twentieth century African and Middle Eastern history; and East Asian history

(including a significant collection of vernacular materials). These collections continue to represent areas of ongoing research among the faculty as well as strong program offerings.

4. LANGUAGES

English represents the predominant language in the history collection. However, several foreign languages are significantly represented (one-fourth to one-half the appropriate portions of the collection). Chief among these languages are German, French, Russian, Spanish, Chinese, Japanese, and Hebrew.

5. GEOGRAPHICAL AREAS

Although there is a significant "general history" portion of the history collection, most of the remaining material is closely bound to the concept of geography. Specific countries and areas form the basis for much of the collection building in history. No geographic area is excluded; rather attempts are made to have at least minimal representation in the collection for virtually all geographic locations. Even comparative studies or studies of specific periods or topics in history often utilize countries or areas as the foundations for such studies. Specific areas and/or countries do, however, receive special attention. These include the United States, Latin America, Western Europe, Russia, East Asia, Africa, and the Middle East.

6. CHRONOLOGICAL BOUNDARIES

In history, chronological boundaries go hand in hand with geographic areas. The general breakdown is ancient, medieval, early modern, and modern. These periods often have additional subdivisions which are arrayed under the broader geographic countries/areas. The intensity varies from period to period, but generally reflects the collecting intensity of the geographic area. The United States and Western Europe represent areas which have relatively strong collections and ongoing research interests in all appropriate chronological periods. East Asia represents a similar area of interest. Other areas such as Latin America; Russia; Africa; and the Middle East are more oriented at early modern to modern periods. However, as with geographic areas, no chronological period is automatically excluded from the history collection; rather attempts are made to include minimal to moderate representation for virtually all periods of history.

7. TYPE AND FORMAT

The emphasis is balanced between book and journal purchases. Although history continues to rely heavily on monographic purchases, the continuing high costs of journals result in a relatively even split of resources between books and journals. Microforms and videocasettes continue to be purchased when possible as a normal part of the history collection.

8. SPECIAL COLLECTIONS AND MANUSCRIPTS

Two special collections are of significance to the history collection. The Wulfing Numismatics collection of books, journals, and coins was one of the top such collections in the country. It is no longer maintained in total as a collection, however, and although it is still significant for research, collecting in the area of numismatics has decreased in significance. The second special collection is the Harris Collection on the Third Reich. This continues as one of the top such collections in the country, with collecting intensity levels at research and comprehensive levels, depending upon the specific topic.

RLG CONSPECTUS WORKSHEET

HISTORY

INSTITUTION

LC CLASS	SUBJECT GROUP		COLLECTION LEVELS AND LANGUAGE COVERAGE		DCI	COMMENTS
			ECS	CCI		
	UNITED STATES					
E77-99	HIS522	Indians of North America	3.5	3.5	3.5	
E101-139	HIS523	Discovery and Early Explorations	3.5	3.0	3.5	
E151-867	HIS524	United States	3.0	3.0	3.5	
E160	HIS525	United States - National Parks	3.0	3.0	3.0	
E184	HIS526	United States - Ethnic Minorities	3.0	3.0	3.5	
E185	HIS527	United States - Blacks in the United States	3.0	3.5	3.5	
E186-200	HIS528	United States - Colonial History	3.5	3.0	3.5	
E201-299	HIS529	United States - Revolution	3.0	3.0	3.5	
E301-440	HIS530	United States - Post-Revolution to Civil War	3.5	3.0	3.5	
	HIS531	United States - War of 1812	3.5	3.0	3.0	
E401-415	HIS532	United States - War with Mexico	3.5	3.0	3.0	
E441-453	HIS533	United States - Slavery	3.0	3.0	3.5	
E456-655	HIS534	United States - Civil War	3.0	3.0	3.5	)
E482-489	HIS535	United States - Confederate States of America	3.0	3.0	3.5	)

WASHINGTON UNIVERSITY

RLG CONSPECTUS WORKSHEET

HISTORY

INSTITUTION

LC CLASS	SUBJECT GROUP		COLLECTION LEVELS AND LANGUAGE COVERAGE		DCI	COMMENTS
			ECS	CCI		
	UNITED STATES (cont.)					
E660-738	HIS536	United States - Late Nineteenth Century	3.0	3.0	3.5	
E714-735	HIS537	United States - Spanish-American War	3.0	3.0	3.0	
E740-839	HIS538	United States - Twentieth Century	3.5	3.5	3.5	
F1-951	HIS539	United States - State and Local History	3.0	3.0	3.0	
F1-105	HIS540	United States - State and Local History - New England	3.5	3.0	3.5	
F106-205	HIS541	United States - State and Local History - Atlantic Coast	3.0	3.0	3.5	
F206-220	HIS542	United States - State and Local History - The South	3.5	3.5	4.0	
F296-395	HIS543	United States - State and Local History - Gulf States	3.0	3.0	3.0	
F396-475	HIS544	United States - State and Local History - Old Southwest	3.5	3.5	4.0	
F476-590	HIS545	United States - State and Local History - Old Northwest	3.5	3.5	3.5	
F591-705	HIS546	United States - State and Local History - The West	3.0	2.5	3.0	
F721-785	HIS547	United States - State and Local History - Rocky Mountains	3.0	2.5	3.0	

WASHINGTON UNIVERSITY

UNIVERSITY OF VIRGINIA LIBRARY
COLLECTION DEVELOPMENT POLICY STATEMENT

FACULTY OF ARTS AND SCIENCES
DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

I. TEACHING AND RESEARCH PROGRAMS

The Department offers the B.A., M.A. and Ph.D. degrees in German, the M.A.T. in cooperation with the School of Education, and course work in Scandinavian languages and literatures, especially Swedish. Old Icelandic is taught in the English Department. No formal work is offered in Dutch, but faculty in German and several other departments have research interests in Dutch literature.

Teaching and research concentrate on the literature, intellectual history, and culture of the German-speaking countries and on the theory of literature. There are faculty members working with every literary period from the Middle Ages to the present, with all major genres, and with all the European countries where German is spoken. German literature and civilization courses in English are offered at the undergraduate level. The German language and the older Germanic languages are studied to gain language competency, in connection with the study of literature, and for pedagogical reasons, but little formal work in Germanic linguistics is offered. Film courses have been offered in the past and films are used in some courses now.

Typically, there are about eighteen graduate students and fifty undergraduate majors active in any given year. There are currently seventeen full and part-time faculty members, whose high quality was recently recognized when the Conference Board of the Associated Research Councils ranked them among the top ten in the country.

II. COLLECTING RESPONSIBILITY

The Alderman bibliographers are the primary selectors for the Department of Germanic Languages and Literatures. Materials from the German-speaking areas of Europe, from Scandinavia, and from the Netherlands are selected for Alderman by the North Europe Bibliographer, who is also responsible for the Franz Kafka Collection. Materials on German and Scandinavian cinema and on technical aspects of the theatre are selected by the Fine Arts Bibliographer and housed in the Fine Arts Library. Audio cassettes, videocassettes, and videodiscs are selected by the Director of Clemons and are housed in the Clemons Library. Clemons also collects English translations of important German works, selected standard editions of major German authors in the original language, and basic secondary material. Materials in the Alderman Reference collection are selected by Reference staff in consultation with appropriate bibliographers.

III. DESCRIPTION OF MATERIALS COLLECTED

General. All aspects of German literature are collected, but studies on the German language are limited to reference works, standard general treatises, works necessary for the study of literature, and works of use for language teaching and teacher training

Folklore is acquired selectively, when it is important for the history of literature. General works on current events in the German speaking countries and selected popular publications are acquired to give a picture of current German life and trends in the language. Historical works, especially intellectual history, are acquired in support of programs at all levels.

Works by and about Franz Kafka are also collected to complement the Franz Kafka Collection in the Rare Book Department. Works on his literary and social milieu, early critical reception, and reception in other countries and in other art forms are of special interest in this context.

Geographical Modifiers. The collection emphasizes the Germanic language areas on the European continent. Works by German exiles and Germans residing permanently in other countries are acquired when they are of significance for German literature.

Chronological Modifiers. All periods of German literature are represented in the department's work and in the collection, but there is a slight emphasis on the time from the mid-eighteenth century to the present. The Scandinavian collections emphasize the last two centuries, and Dutch literature is collected most heavily for the late medieval and early modern periods.

Languages Collected. Works in all major European languages are collected. Works in other languages may be acquired very selectively.

Type/Format of Materials Collected. Books and serials in hard copy and in microform account for most of the collection. Spoken word recordings and videotapes are acquired selectively for the Clemons Library.

Publication Date. Although current publications are emphasized, the Library actively seeks to acquire primary material of whatever date. Older secondary material is acquired selectively if it is still of importance for research or of interest in illustrating the reception of an author.

IV. COOPERATIVE AGREEMENTS

Collections of the Center for Research Libraries complement and supplement the local collections with extensive holdings and on demand purchase of foreign dissertations, with backfiles of newspapers, and with such large microform sets as German Books Before 1601 and the Faber du Faur Collection of German Baroque Literature. See the Center's Handbook for additional information.

V. SPECIAL CONSIDERATIONS

The Franz Kafka Collection consists of early editions of his works, selected translations into other languages and adaptations into other art forms, and significant secondary material. It is housed in the Alderman Rare Book Department. See the Appendix to the Rare Book Department Policy for additional information.

Alderman also has several large German literature collections in microform. German Baroque Literature, Harold Jantz Collection and German and Austrian Drama. Because of

their size, these do not have individual author and title entries in the catalog. Finding aids for both sets are housed in the Alderman Microforms Room.

VI. CONSPECTUS INFORMATION

(to be added at completion of Conspectus)

DATE: September 21, 1987

COMPILER: James Campbell
North Europe Bibliographer

LC CLASS	SUBJECT GROUP	ECS	CCI	COMMENTS
	GERMANIC LANGUAGES AND LITERATURES EXCEPT ENGLISH			
PD1001-1250	LLL139 OLD GERMAN DIALECTS	1F	1F	
PD2201-2932	LLL140 OLD ICELANDIC AND OLD NORWEGIAN LANGUAGES	2F	2F	
PT7101-7338	LLL141 OLD NORSE LITERATURE	3E/M	4M	
PD2401-2447	LLL142 MODERN ICELANDIC LANGUAGE	1F	1F	
PT7351-7560	LLL143 MODERN ICELANDIC LITERATURE	1F	1F	
PT7581-7599	LLL144 FAROESE LITERATURES	1F	2F	
PD2501-2999	LLL145 NORWEGIAN LANGUAGE	1F	1F	
PT8301-9155	LLL146 NORWEGIAN LITERATURE	2F	2F	
PD3001-3629	LLL147 DANISH LANGUAGE	1F	1F	
PT7601-8260	LLL148 DANISH LITERATURE	3A/F	3A/F	
PD5001-5629	LLL149 SWEDISH LANGUAGE	2F	2F	
PT9201-9999	LLL150 SWEDISH LITERATURE	3A/F	3A/F	
PF1-979	LLL151 DUTCH LANGUAGE	1F	1F	
PT5001-5680	LLL152 DUTCH LITERATURE	2F	2F	4E for late medieval and early modern period.
PT5601-5680	LLL153 DUTCH LITERATURE - PROVINCIAL AND LOCAL	2F	2F	

LINGUISTICS, LANGUAGES, AND LITERATURES

LC CLASS	SUBJECT GROUP	ECS	CCI	COMMENTS
	GERMANIC LANGUAGES AND LITERATURES EXCEPT ENGLISH (CONT.)			
PT6500-6592	LLL154 AFRIKAANS	3A/F	3A/F	
PF1001-1184	LLL155 FLEMISH LANGUAGE	1F	1F	
PT6000-6471	LLL156 FLEMISH LITERATURE - SINCE 1830	2F	2F	
PF1401-1568	LLL157 FRIESIAN LANGUAGE AND LITERATURE	1F	1F	
PF3001-3659	LLL158 GERMAN LANGUAGE	3A/F	3A/F	
PF3801-3891	LLL159 GERMAN LANGUAGE - OLD HIGH GERMAN	2F	2F	
PF3952-4000	LLL160 GERMAN LANGUAGE - OLD SAXON	2F	2F	
PF4043-4350	LLL161 GERMAN LANGUAGE - MIDDLE HIGH GERMAN	3A/F	3A/F	
PF4501-4556	LLL162 GERMAN LANGUAGE - EARLY MODERN	3A/F	3A/F	
PF5000-5844	LLL163 GERMAN LANGUAGE - GERMAN DIALECTS	2F	2F	
PT1-4899	LLL164 GERMAN LITERATURE	3B/M	4M	
	LLL165 GERMAN LITERATURE - TO 1500	3A/F	4M	
	LLL166 GERMAN LITERATURE - SIXTEENTH, SEVENTEENTH CENTURIES	3B/F	4M	
	LLL167 GERMAN LITERATURE - EIGHTEENTH, NINETEENTH CENTURIES	3B/M	4M	

LC CLASS	SUBJECT GROUP	ECS	CCI	COMMENTS
	GERMANIC LANGUAGES AND LITERATURES EXCEPT ENGLISH (CONTINUED)			
	LLL168 GERMAN LITERATURE - NINETEENTH AND EARLY TWENTIETH CENTURIES	3B/W	4W	
	LLL169 GERMAN LITERATURE - TWENTIETH CENTURY	4W	4W	
PT831-851	LLL170 GERMAN LITERATURE - FOLKLORE AND FOLK LITERATURE	2F	3A/F	3A*/4F for late medieval and early modern period, other periods 2/2.
PT3801-3807	LLL171 GERMAN LITERATURE - PROVINCIAL AND LOCAL	2F	2F	Document literary movements in major cities, but do not collect dialect material beyond level 2.
PT3810-3829	LLL172 GERMAN LITERATURE - AUSTRIA	3B/W	4W	
PT3860-3879	LLL173 GERMAN LITERATURE - SWITZERLAND	3A/F	3B/F	
PT3900-3971	LLL174 GERMAN LITERATURE - EASTERN EUROPE	3A/F	3B/F	CCI 4 for Czechoslovakia, 1850-1938.
	LLL175 GERMAN LITERATURE - GERMAN LITERATURE OUTSIDE OF EUROPE	2F	2F	
	LLL176 GERMAN LITERATURE - LOW GERMAN LITERATURE	1Y	2Y	Emphasis on late medieval and early modern period.
	LLL177 GERMAN LITERATURE - POPULAR LITERATURE	2Y	2Y	

PROJECT REPORTS

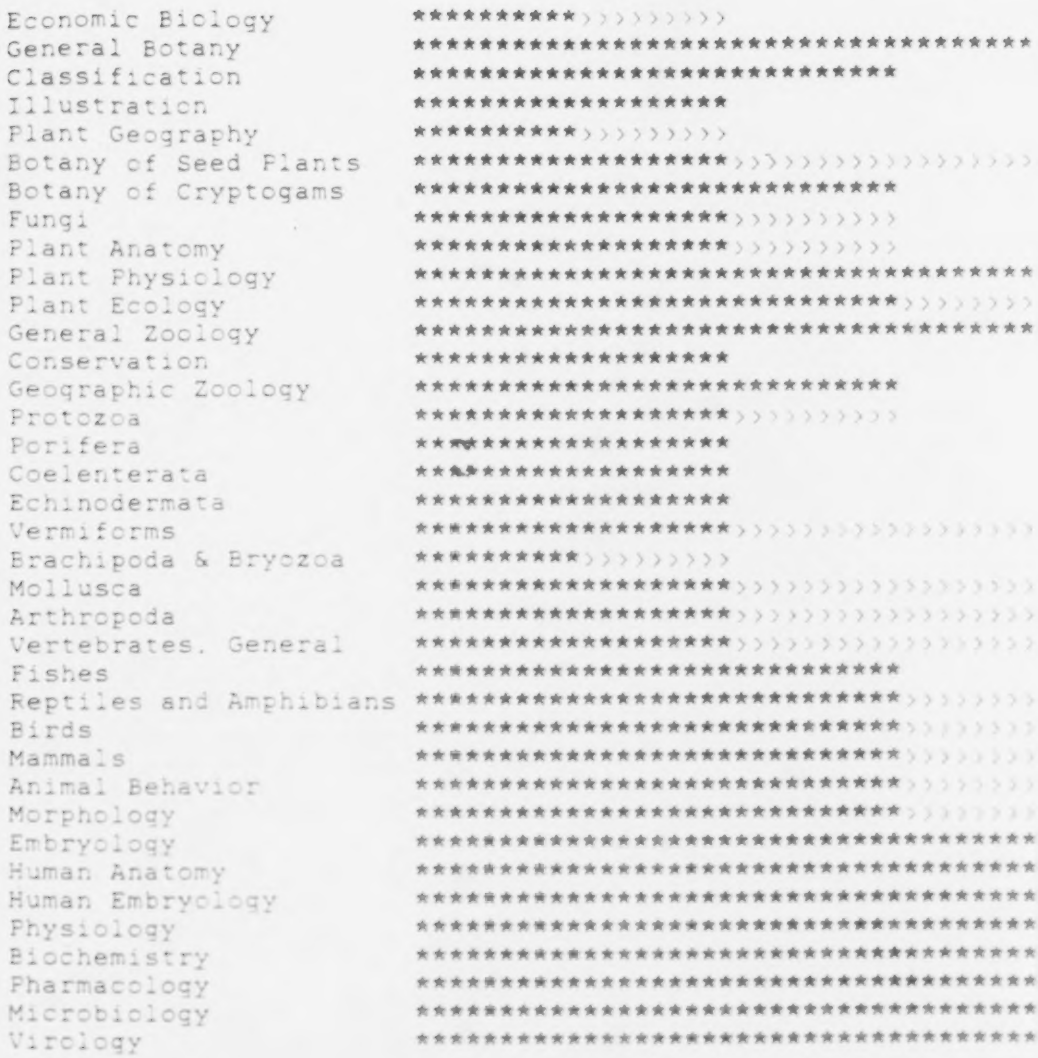
BIOLOGY

DEGREES OFFERED: B.A., B.S., M.A., M.S., and Ph.D. in Biology
FACULTY: 12 Full Time, 4 Adjunct
STUDENTS: 300 Majors, 25 Graduate Students

EXISTING AND DESIRED COLLECTION LEVELS FOR

Existing Collection *****
Desired Collection >>>>>

SUBJECT	NONE 0	MINIMAL 1	BASIC 2	TEACHING 3	RESEARCH 4	COMPREHENSIVE 5
Natural History, General	*****			>>>>>>>>>>		
Geographical Dist.	*****			>>>>>>>>>>		
Microscopy	*****			>>>>>>>>>>		
Biology, History	*****					
Textbooks	*****			>>>>>>>>>>		
Study and Teaching	*****			>>>>>>>>>>		
Biometry	*****					
Methods of Research	*****			>>>>>>>>>>		
Orgins of Life	*****			>>>>>>>>>>		
Space Biology	*****					
Philosphy of Biology	*****					
Bioethics	*****					
Social Aspect of Biol.	*****					
Nature of Life	*****			>>>>>>>>>>		
Biogeochemical Cycles	*****			>>>>>>>>>>		
Inorganic Biology	*****					
Miscellanea	*****					
Morphometrics	*****					
Population Biology	*****					
Evolution	*****					
Speciation	*****					
Variation	*****			>>>>>>>>>>		
Genetics, History	*****			>>>>>>>>>>		
Human Genetics	*****					
Animal Genetics	*****			>>>>>>>>>>		
Plant Genetics	*****					
Microbial Genetics	*****			>>>>>>>>>>		
Genetics, Study & Teach.	*****			>>>>>>>>>>		
Genetic Engineering	*****					
Recombination	*****					
Modern Hybridization	*****			>>>>>>>>>>		
Developmental Genetics	*****					
Population Genetics	*****					
Ecological Genetics	*****			>>>>>>>>>>		
Behavioral Genetics	*****					
Maturation & Polyploidy	*****					
Reproduction & Develop.	*****			>>>>>>>>>>		
Life and Death	*****					
Biophysics	*****					
Molecular Biology	*****					
Ecology	*****			>>>>>>>>>>		
Cytology	*****					



There are 79 subject areas in the Biology Conspectus. Forty four of the library collections are at a level adequate to support current teaching and research in biology at Emory (Note: This assessment includes the resources of the Health Science Library). Nineteen subject areas should be raised from the TEACHING level to the RESEARCH level, six subject areas should be raised from the BASIC level to the RESEARCH level, seven subject areas should be raised from the BASIC level to the TEACHING level, and three subject areas should be raised from the MINIMAL level to the BASIC level.

UNIVERSITY OF CALIFORNIA, LOS ANGELES UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO SANTA BARBARA · SANTA CRUZ

UCLA BIOMEDICAL LIBRARY
CENTER FOR THE HEALTH SCIENCES
10833 LE CONTE AVENUE
LOS ANGELES, CALIFORNIA 90024-1798

April 25, 1988

TO: George Soete
U.C.-NCIP Project Coordinator

FROM: Lelde Gilman, Chair
U.C.-NCIP Psychology Committee

Team members:

Nancy Douglas, UCR
Don Fitch, UCSB
Lelde Gilman, UCLA
Anita Garey, UCSC
Jim Jacobs, UCSD
Barbara Kornstein, UCB
Barbara Van Deventer, Stanford
Jackie Wilson, UCSF
Michael Winter, UCD
Bonnie Wright, UCI

RE: Final Report of Committee

THE CHARGE:

On September 19, 1986, the Committee was charged with the "review, analysis and proposal of next steps for the Psychology Conspectus". This charge included: 1) the examination of the completed Conspectus values; 2) identification of possibilities for cooperation among the U.C. libraries in the area of Psychology for preservation and collecting responsibility decisions; 3) examination of the concept of "collecting responsibility" and whether it can be met by maintaining a Level 3 collection in some areas; 4) evaluating the draft form of the RLG supplemental guidelines for Psychology Conspectus. The Committee was urged to be analytical in its deliberations and recommendations regarding the Psychology conspectus.

The Committee met a total of 3 times:

November 14, 1986 at UCLA
February 24 & 25, 1987 at UCLA
October 16, 1987, at U.C. Berkeley

ISSUES AND PROBLEMS:

Several things complicated the Committee's work in the beginning:

1. Committee members from each campus were not, in several cases, the original evaluators of the Psychology collections on their respective campuses. Several committee members had inherited collection responsibility for Psychology for their campus only recently.

2. Some campuses, notably Berkeley, Davis, and Stanford, had completed the Conspectus considerably before other campuses, under guidelines which were not as specific as those available to later evaluators.

3. An issue that came up almost immediately was one of **empowerment** or **representation of the entire campus**. Individual members on the team usually were responsible for one part of the campus collections and were hesitant at first about committing to responsibilities that would have campuswide implications. This is a particularly notable issue in regard to the subject of Psychology, which supports a large number of campus programs (Anthropology, Social Welfare, Health and Life Sciences, etc.). In order to work together comfortably, the Committee members wished to stay away from terms such as **commitment**. In each case, commitment statements would be tentative, and had to be validated on the home campus and brought back to the Committee. "**Collection strength maintenance intent**" proved to be a much more acceptable term, and was adopted by the Committee. Perhaps this poses some questions about the organization of collection development responsibilities on individual campuses and communication among selectors.

It was within this framework of reservations about empowerment and lack of hands-on experience with the original Psychology collection evaluations, that the Committee commenced its work.

THE PROCESS:

1. As a first order of business, the Committee members examined the completed **Psychology Conspectus**, and in some cases, revised values in light of new information. Even though the charge was specific about not re-doing the Conspectus, this was not an entirely realistic approach. In order to discuss any future use of the **Psychology Conspectus**, one has to be very familiar with it, the campus collections and their strengths, and the

validity of the recorded Conspectus values.

2. Each Committee member was responsible for gathering from his/her campus information about programs in Psychology, the number of students served, and number of other disciplines supported by the literature of Psychology. In our discussion of these programs, the Committee members were struck by the inadequacy of the Conspectus terminology in describing or representing Psychology as an academic discipline today, or indeed for the last 30 years. This was a problem for us and we attempted to disregard the Conspectus terminology for a time and work with terminology and structure that was common to us all. However, the Conspectus was our designated tool, and we had to come back to it in the end. In the Appendix section is an alternative and more useful grouping of Psychology headings (from U.C. Riverside), one which is more reflective of current focus areas within Psychology and their representation in academic programs.

3. Through meetings with other campus selectors in Psychology, each Committee member determined those areas for which his/her campus would not take responsibility in collecting above Level 3. It was agreed, also, that the level of support that a campus would commit to in a subject area would be **based on its academic programs and not the entire universe of literature in the subject field.** If the academic program is phased out or de-intensified, the commitment may be lowered. Thus, the commitment is to an **academic program at a particular level.** Since most academic Psychology departments are focusing on the same sub-fields, this means that there will be literature that is disregarded by almost all campuses. This is a reality, and one not likely to be remedied given the financial constraints on book budgets.

4. The Committee discussed and abandoned as impractical, at the present time, the implementation of a formalized plan of quick communication among campuses for making collection decisions.

5. One of the charges to the Committee had been to examine the Supplemental Guidelines for the Psychology Conspectus, 3rd Revision. Committee members were not, however, charged with checking all of their campus serial holdings against Psychological Abstracts most recent coverage list of journals. This would have been an enormous task given no personnel to do this. Only the UCLA campus did this because of its interest in coordinating collection development in Psychology on

campus and eliminating some duplicate subscriptions. The Committee's feeling was that the requirement for a Level 5 collection being satisfied by a 60% ownership of titles in PA seems too low. UCLA has 69% of the titles held in PA and does not consider itself as having a Level 5 collection in any of the Psychology sub-disciplines. This is particularly true in light of the stress the Conspectus makes on evaluating the collection in regard to the entire universe of Psychology literature.

RECOMMENDATIONS FOR THE FUTURE:

1. The Committee recommends a yearly meeting of U.C. library selectors in Psychology and sees value in other subject selectors meeting on an annual basis as well. These meetings could be held regionally, to save expenses. These meetings would have an agenda which might cover the following items:

   a) Update and/or change CCI values on the Psychology Conspectus.

   b) Inform each other about new or phased out programs supported by the literature of Psychology.

   c) Coordinate Shared Purchase requests in Psychology for expensive materials.

   d) Discuss trends in Psychology as reflected by new journal titles.

   e) Monitor price increases in book and journal literature in Psychology.

2. The Committee recommends routinized communication on E-mail via BITNET for selectors.

COMMENTS:

Looking back on the process, the Committee agreed that the most valuable part of it was the contact with other selectors in the subject area of Psychology. We learned about the strengths of various campus collections through the sharing of campus program materials. This is a time-consuming process but there seemed to be no shortcuts to it. Our consensus was, that Psychology is perhaps one of the most difficult areas to single out for cooperation in selection, cancellation or preservation. This is due to its interdisciplinary nature and indispensability to the support of other campus programs.

We did identify categories of literature which are now of peripheral interest to all campuses. However, in light of increasing budgetary constraints, none of us was able to recommend that some campus should make the sacrifice to acquire and preserve this literature. We are all committed to support certain academic programs, and there are some mainstream directions in Psychology that are pursued on all of the campuses, and some that are not. For example: All of the campuses had a strong focus on the Conspectus categories in individual psychology rather than major theories and systems or special aspects. These are the areas most of us would protect. Perhaps there was value in finding this out. Perhaps in better times, a case might be made for paying more attention to the entire universe of literature in Psychology, instead of the literature which directly supports current research and teaching needs. That time, however, may never arrive.

APPENDIX I

PSYCHOLOGY CONSPECTUS SUBJECT LISTING
FOR 9 U.C. CAMPUSES AND STANFORD UNIVERSITY

The following values denote the collecting intensity commitment intent of participating campuses as of April, 1988. This can serve as an update of the 1985 Conspectus values and identifies those subject areas that fall below a Level 3 for all campuses. These are discussed in Appendix II.

GENERAL PSYCHOLOGY (Psycat1)

Psy1 - Societies and Congresses

UCB:	4W
UCD:	3E
UCI:	
UCLA:	3F
UCR:	
UCSB:	3F
UCSC:	2E
UCSD:	3E
UCSF:	3E
SU:	

Psy2 - Reference Works

UCB:	4W
UCD:	4E
UCI:	4F
UCLA:	4F
UCR:	4E
UCSB:	3F
UCSC:	3E
UCSD:	3F
UCSF:	4F
SU:	

Psy3 - Philosophy, Relation to Other Topics

UCB:	4W
UCD:	4E
UCI:	
UCLA:	4F
UCR:	3E
UCSB:	3E
UCSC:	3E
UCSD:	4F
UCSF:	4E
SU:	

UNIVERSITY OF ALBERTA

NORTH AMERICAN COLLECTION INVENTORY PROJECT

L CONSPECTUS

UNIVERSITY OF ALBERTA

NORTH AMERICAN COLLECTION INVENTORY PROJECT

L CONSPECTUS

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I. INTRODUCTION

The University of Alberta Library provides materials for the study and teaching of education as well as resources for advanced study and research. The Education and Curriculum Libraries, formally named the Herbert T. Coutts Library, are collectively responsible for maintaining the collection that supports undergraduate and graduate study in the Faculty of Education.

This NCIP conspectus assesses the strength of the "L" collection in the Herbert T. Coutts Library as well as the collections of other campus libraries. Additionally, "fugitive" collections attached to teaching departments and to Centres and Institutes associated with the University of Alberta were surveyed. Thus, the codes which have been assigned for existing collection strength reflect the strength of the collection on an integrative University-wide basis. Additional information concerning collections of note is included in the comment notes attached to the Conspectus.

II. HISTORICAL PERSPECTIVE AND DEVELOPMENT OF THE COLLECTION

Until 1928, when a School of Education was established at the University of Alberta, teacher training was provided through Normal Schools that were the responsibility of the Provincial Department of Education. The School of Education provided professional training for students who already had degrees in arts or science. In 1939 the School of Education became the College of Education and in 1942 the Faculty of Education.

The first graduate degree in Education that was offered was the B.Educ. The B.Educ. program was open to holders of an undergraduate degree and was first awarded in 1923. The M.Ed. degree replaced the graduate B.Educ. in 1939 and was awarded in 1941. A doctorate, the Ed.D., was offered in 1946 and first awarded in 1953.

In 1944 it was decided that the Faculty of Education was to be responsible for all teacher education in the province. This was the first instance in Canada of integration of academic and professional programs in teacher education at a provincial university. With this decision the staff and physical assets of the Normal Schools became part of the new Faculty of Education. The assets of the Normal Schools included a library of about 13,000 volumes. This collection became part of the University of Alberta Library System and was housed separately from the main library collection with the new Faculty of Education.

As graduate programs were introduced in the 1940's and graduate and undergraduate enrollments expanded in the 1950's and 1960's the library collection was forced to keep pace. The basic teacher training collection received from the Normal Schools in 1944 had grown to almost 50,000 volumes by 1963/64. In that year a separate Curriculum Laboratory collection was also organized.

In 1966/67 the Education Library started a major collection development program: standing orders were placed for all trade publications in the field of education and educational psychology as well as for publications from the U.S. Office of Education. Additionally, all

periodicals indexed in the Education Index and Canadian Education Index were being acquired. In 1967/68 a special grant was received for purchase of Canadian theses on education. In 1968/69 a standing order for the ERIC microfiche collection was placed. As a result of these activities the Education and Curriculum collections totalled 72,253 volumes by 1968. This figure did not include the 10,000 audiovisual items now housed in the Curriculum collection. By 1974/75 the book collection totalled almost 142,000 volumes, over 17,000 audiovisual items had been acquired and 1,070 periodical subscriptions were being received.

III. CURRENT PERSPECTIVE

The Faculty of Education at the University of Alberta currently offers undergraduate and graduate programs of study in the field of education. The six departments of the Faculty are: Educational Administration, Educational Foundations, Educational Psychology, Elementary Education, Industrial & Vocational Education and Secondary Education.

The four-year Bachelor of Education undergraduate program provides professional teacher preparation for those anticipating careers in preschool, elementary, secondary or post-secondary/adult education. A series of diploma programs offered through the six departments provides additional special qualifications in designated areas. Graduate study may lead to the degrees of Master of Education, Doctor of Education or Doctor of Philosophy in an area of concentration corresponding to the specialization of a particular department within the Faculty.

In 1985/86 full and part-time undergraduate enrollment in the Faculty of Education totalled 4,099, almost 17% of the total University of Alberta undergraduate enrollment. The proportion of graduate students in Education to total graduate enrollment is even higher, with almost 23% of the full and part-time graduate enrollment attributable to graduate enrollment in the Faculty of Education. Additionally, 10% of the total full time equivalent University teaching staff hold appointments in the Faculty of Education.

Currently (1985/1986) the collections of the Education and Curriculum Libraries at the University of Alberta total 222,033 monographs, 28,682 audiovisual items, 23,004 micromaterials, 2,923 theses and 921 periodical subscriptions. When the NCIP shelflist count is compared to institutions participating in the 1985 National Shelflist Count the institution with the "L" collection numerically comparable to that of the University of Alberta is the University of California at Berkeley. The University of California at Berkeley ranks fourth overall according to the ARL Survey of Holdings of Research Libraries in U.S. and Canada, while the University of Alberta ranks thirty-second overall, second in Canada.

In keeping with these findings as to holdings and comparable rankings it seems appropriate to describe the "L" collection at the University of Alberta as a strong collection serving well the study and research needs of the Faculty of Education.

IV. METHODOLOGY

The Education Conspectus was assessed between May 20 and October 31, 1986 by a team of ten members. The initial meeting was used to discuss methodologies and assign small working groups to designated areas of the conspectus. Each group was responsible for developing an asssessment methodology suited to their particular class lines, for documenting the process and for assigning NCIP codes to each line. Throughout June the team met weekly. Definitions of the collection codes, language codes and notes were gone over carefully so that each group was working with the same understanding of the definitions. The Herbert T. Coutts' collection policies and Faculty of Education course offerings were reviewed. Large uncatalogued collections of micromaterials and government publications were identified to be certain these were included in the assessment of the catalogued collection. The team continued to meet most Tuesday afternoons until October to review progress and address specific problems encountered.

The four basic methodologies employed by the Education team were as follows:

1) Shelflist measurement
2) List checking
3) Shelf scanning
4) Faculty/library staff consultations

1. Shelf List Measurement

The working teams, assigned sections of conspectus lines, undertook shelf list counts in both the University of Alberta and Library of Congress shelf lists. The conversion scale for the University of Alberta was 1 cm = 28 titles, for LC it was 1 page = 1763 titles.

It should be noted that the intention of the comparative shelf list measurement was to allow the team a rough idea of how the University of Alberta compared to a "comprehensive" collection such as the one at the Library of Congress. Some problems with this methodology are addressed in the problems section of this report.

No shelf list measurements were done for the Curriculum collection because the classification of materials by subject meant that the bulk of this collection fell outside the 'L' class number.

2. List Checking

Early in the project a number of bibliographies and lists of bibliographies were identified that could provide a useful indication of the "universe" of literature to which the team could refer in order to assess the scope, depth and quality of the University of Alberta education collection.

The team then began to identify bibliographies that corresponded to specific conspectus lines. Several were obtained from educational bibliographic sources such as Woodbury's Guide to

sources of educational information (1982), Dunn's American education : a guide to information sources (1982), Berry's Guide to educational research (1980), and several editions of the Bibliographic guide to education. Further subject specific bibliographies were located in the library catalogues, by shelf scanning and through online searching. These were checked, most often on a sampling basis, against the university's holdings to determine the scope and quality of the collection.

In many cases, where subject bibliographies were dated, unavailable or too American in orientation, general sources were used as supplements. These typically included such tools as Ulrich's International Periodicals Directory, Subject Guide to Books in Print, and Canadian Books in Print. Source lists from major education periodical indexes, such as Current Index to Journals in Education and the Canadian Education Index were also consulted.

The depth of the collection as well as current collecting intensity were assessed using historical bibliographies and publishing tools including American Book Publishing Record (1879-1949, 1984, 1985) and the Education Index (1929-32, 1959-61, 1986).

List checking was probably the most useful of all the methodologies employed, and was certainly the most substantial in terms of time and effort. This exercise allowed the team to accurately judge the scope, depth and quality of the collection at the University of Alberta by comparing it to an established "universe" of English language materials.

3. Shelf Review

Team members looked at items on the shelves in the Herbert T. Coutts Library, according to assigned conspectus ranges. In addition, where there were considerable holdings in other libraries on campus, shelves in these libraries were scanned as well. Team members scaned shelves in the Humanities and Social Sciences Library, Science and Technology Library, Government Publications Library, Boreal Institute for Northern Studies Library, The Women's Resource Centre, The Sandercock Library (Educational Foundations), Education Psychology Test Library, Division of Educational Research Services, Faculte St. Jean Library and Centre de Documentation Pedagogique. In examining materials on the shelves, team members looked for:

a) publication dates of the material
b) presence of foreign language material
c) ratio of journals to monographs
d) multiple copies
e) amount of circulation
f) physical condition
g) bibliographies that could be used for list checking.

4. Faculty Interviews

Interviewees were chosen mainly from the Education Library Committee and Curriculum Library Advisory Committee.

Nineteen faculty were interviewed from six departments as follows:

Educational Administration	3
Educational Foundations	3
Educational Psychology	4
Elementary Education	3
Secondary Education	4
Industrial & Vocational Education	2

Of the nineteen faculty interviewed, thirteen reported relying heavily on the Library's collection for their research. Two reported relying somewhat on the Library, and four reported relying little on the collection (usually due to the nature of their research).

Of the nineteen faculty interviewed, expectations were at least adequately met for all but one of the respondents. Ten reported that their expectations were almost always met.

Strengths reported by Elementary Education respondents included: language arts, children's language, journals, and publications by professional bodies. Weaknesses included: the length of time for new materials to arrive in the library, and the need for more faculty input in reordering.

Secondary Education respondents mentioned the following strengths: curriculum audiovisual material (mentioned by two), the journal collection, access to data bases, the book collection, and materials on teaching science. Weaknesses included: the length of time to get new material into the library, educational television, the international aspects of media, qualitative descriptive research, epistemology, and phenomenology.

Educational Foundations faculty reported as strengths: comparative education (current), third world material, and the journal collection. Weaknesses reported included: historical comparative and international education, periodicals on evaluation, and the fact that there are only single copies of periodicals (mentioned by two).

Educational Administration faculty mentioned as strengths of the collection the following: the history of educational administration, the organization and administration of education, and educational trends in North America. One respondent mentioned that the higher education collection is improving. Weaknesses included: government documents (mentioned by three), post-secondary education, and gaps in periodical subscriptions due to cancellations.

Educational Psychology staff found strengths in the trade literature, basic journals, Ph.D. support, and journals on educational computing. Weaknesses included: government documents

- especially research by government agencies and commissioned research by private institutions, correctional education, and the length of time it takes the library to acquire material.

Most respondents reported using monographs and serials equally. Six reported relying on serials more than monographs; two reported relying more heavily on monographs. Several mentioned purchasing many of their own books and subscribing to a number of journals.

When something was not available in the library, respondents reported taking the following action(s):

a) suggest purchase for the library (6)
b) buy for themselves (5)
c) use alternative sources (5)
d) use interlibrary loan (4)
e) forget it (4)
f) use other libraries (2)
g) borrow from colleagues (2)

Other libraries used by faculty include:

Humanities and Social Sciences Library	12
Science and Technology Library	10
Health Sciences Library	3
Government Publications Library	3
Law Library	1
Off Campus government libraries	3

No faculty members reported travelling to use other academic libraries, unless they happened to be on sabbatical at a particular institution.

V. PROBLEMS IN INTERPRETATION OF CONSPECTUS

It was found that conspectus lines do not always follow the pattern of Library of Congress classification schedule lines. Additionally, conspectus lines do not always correspond to LC lines, and many LC lines are omitted. That this is not accidental is pointed out in the NCIP guidelines, but it does lead to some confusion. This occurs, for instance, in LA, where countries are left out completely; grouped with others according to systems other than Library of Congress; or separated from the entity with which they are grouped by Library of Congress. As a result, conspectus lines differ significantly from LC schedule lines, presenting a problem at the shelflist-checking stage and in the coding.

Some lines in the conspectus consist of a span of numbers, with a general, inclusive subject category. The lines following this span will then list each number for separate coding according to specific subject. This occurs, for instance, in lines LB 1501-1601 Elementary education, and LB 1603-1695 Secondary education (but not at LB 2300-2411 Higher education where only the general span is coded). Guidelines regarding the coding of the first, inclusive span would have been helpful.

According to Library of Congress guidelines, some subjects taught are classed LB. This is the case in Elementary education and also in

Elementary-Secondary education (K-12). The same subjects are classed according to subject in Secondary education and higher. This gives rise to some uncertainty regarding how to code the lines for those subjects where the greater part of the collection is classed elsewhere. This occurs, for instance, in lines LB 1641-42 (History, usually classed in D), LB 1643-44 (Social sciences, usually classed in H), LB 1645-46 (Mathematics, usually classed in QA), LB 1647-65 (Science, usually classed in Q). A code of 3 or 4 would be correct in terms of evaluating the strength of the collection held in this subject area, but incorrect in terms of coding these particular lines. A low code would not reflect the true strength of the collection in the subject. Clear guidelines are needed.

Some lines in the conspectus include numbers which have not been used by Library of Congress for years. As this library and the majority of UTLAS contributors follow LC practice, coding for these lines presents problems.

The guidelines for evaluating instructional materials were extremely problematic because the Herbert T. Coutts Library does not classify its instructional material in the LC ranges listed in the conspectus. This led to confusion about the definition of instructional materials - are these only classroom materials, or should the wider range of instructional materials be included? The guidelines for this area need clarification.

The overall supplementary guidelines for the education conspectus were too limited, more detailed guidelines should be drafted.

VI. PROBLEMS IN USING MEASUREMENT TECHNIQUES

The team encountered several problems in using the measurement techniques (shelf list measurements, list checking and faculty interviews) recommended by NCIP.

Library of Congress shelf list cards were measured against the University of Alberta shelf list for each line range of the conspectus. This method of evaluation is problematic in that it stresses the quantitative rather than a qualitative approach. While the intention of the comparative shelf list measurement was to allow the team a rough idea of how our collection compares to a "comprehensive" collection, there were a number of factors that had to be considered for even such a rough comparison. The University of Alberta shelf list is current while the Library of Congress shelf list on microfiche is to 1979. The University of Alberta collects almost predominantly in English, whereas Library of Congress collects in all languages. It can also be argued that the Library of Congress shelf list presents a strong US bias when our task is to assess a Canadian collection. Additionally, it must be noted that the shelf list count reflects only catalogued holdings. Uncatalogued collections must be accounted for separately and included in the overall assessment.

List checking as a methodology also presented problems. It was difficult to find lists in certain specific subjects and current lists were hard to obtain. Most major collection and accession lists were not an accurate test of our strong Canadian content. Additionally, it was very possible that a particular bibliography had been used as a

selection guide and its use in assessment was therefore an inaccurate interpretation of collection strength.

While conducting faculty interviews, several concerns were raised. Some faculty members felt that they were not necessarily sufficiently familiar with the "universe" of publications in their respective subject areas to make an evaluation judgement. Many faculty members had not had recent contact with another major university library and therefore felt they had no basis for comparison with other collections. Faculty interviews offered a very subjective assessment of collection strength, not necessarily leading to a basis for assigning codes.

VII. COSTS/BENEFITS

Staff time is the major cost of completing the conspectus. A total of 688.5 hours (see attached time log) or an average of 69 hours per team member or 4 hours per line was involved. Additionally, some resources, such as online searching involved costs.

Team members perceived various advantages and benefits to having participated in the NCIP Education conspectus:

To the individual:

- greater knowledge of the L collection, particularly its scope, depth and quality.
- greater awareness of the strengths, weaknesses of the collection.
- greater understanding of the Library of Congress classification schedule.
- a clearer understanding of how a collection assessment project is carried out.
- the opportunity to develop skills in collections work.
- increased communication and interaction with team members and with other members of library staff and Education faculty.

To the institution:

- team members have a greater understanding of the Education collection, the decisions which have governed its development and current collection policies.
- increased communication, interaction and cooperation among library staff and between library staff and Education faculty.

TIME LOG

NAME: NCIP Education Team

POSITION/SUBJECT AREA

INSTITUTION University of Alberta

DATES COVERED May 15 - Nov. 30, 1986

CATEGORY OF WORK	APPROX. TOTAL HOURS EXPENDED (to nearest ½ hour)		DATES COVERED
Project meetings			
a. internal - library	171		
- faculty			
- other			
b. external			
Training			
a. internal	18		
b. external			
Preparation for assessment (e.g. reviewing manual, compiling checklists, etc.)	37.5		
Assessment			
Shelf list count	33.5		
Citation count	10.5		
List checking	228.5		
CCI (e.g., budget, collection policy statement)	3.5		
Other (list individually)	Faculty interviews	40.5	
	Shelf checking	65.5	
Review and compilation of results			
a. own	53		
b. others	27		
Other (specify)			
Total	688.5		

Individual time logs should be kept by each person involved in the project.

Devised by Southwestern Ontario and Central Regional Working Group.

NATIONAL COLLECTIONS INVENTORY PROJECT

Psychology Conspectus

University of British Columbia

Methodology

The work was carried out by one Bibliographer with the assistance of one nonprofessional. The three methods employed were:

I. List checking

II. Shelf list scanning

III. Interviewing

I. List checking

A. Journals.

In accordance with the special guidelines for Psychology, the entire 1985 Coverage List of Psychological Abstracts was checked against our holdings. This represented a total of 1,374 journals. It was found that we had full or substantial holdings for 796 titles (57.9%) and 745 current subscriptions (54.2%).[1]

Determining the foreign language component for journals proved difficult, because journals may be multilingual with English titles. In 1985 PA indexed 427 titles published outside English speaking countries. UBC has 124 of these titles (29%), which breaks down as follows:

Country/Area	% at UBC
France	34.2
Scandinavia	22.2
Netherlands	64.2
Slavic	23.8
Germanic	45.4
Hispanic	4.4
Italy	14.7
China, Japan, S.E. Asia	27.7
India	18.5
Africa	11.0

The journals were then coded to fit the Psychology Conspectus where possible, using the descriptor rather than the call number in most cases, and specific percentages for each area were then calculated. In cases where the descriptor represented a substantial area of Psychology this proved to be a valid exercise. But in cases where a small area of the discipline was singled out, the sample often proved to be too small to be a valid indicator.

Because PA indexes many journals on the fringes of Psychology, Pinski and Narin's list[2] of 71 core journals was also checked. UBC has current subscriptions for all 71 titles, but lacks substantial backfiles for 3 titles.[3] It is interesting to note that 3 titles from this list are not indexed in PA.[4]

Time Spent

Activity	Bibliographer	Lib. Assistant
Checking PA and core list	7	9
Analyzing results	6	2
Subtotal	**13 hours**	**11 hours**
Total	**24 hours**	

B. Monographs and Reference Works

For historical coverage, The Harvard List of Books in Psychology 4th ed. (1971) was checked. (Part of this work had already been done). UBC has 97.8% (728 out of 744 titles).

The special guidelines highly recommend G.K. Hall's annual Bibliographic Guide to Psychology, based on NYPL and LC acquisitions. While at first glance this source did seem to be superior, especially since it gave LC call numbers, it was found to be highly unreliable and difficult to search, due to the large portion of CIP titles cited. Several CIP titles in the 1983 annual were still found to be CIP in January 1987. Searching had to be restricted to ISBN as well as author/editor because of the high frequency of title changes. This source also excludes publisher information and lists many popular works judged to be inappropriate for academic libraries not aiming for "5" level collections.

While highly selective, Contemporary Psychology was found to be a much more useful source for evaluation purposes. The reviews often clarified why a particular item had not been acquired, and fuller bibliographic information was given. Five complete issues, covering the period 1979-1983 were checked, with a result of 84% at UBC (242 out of 288 titles).

For reference works, the selection of titles from McInnis Research Guide for Psychology prepared by the University of Alberta was checked, with a result of 94.4% at UBC (34 out of 36 titles).

Time Spent

Activity	Bibliographer	Lib. Assistant
Preparation for assessment	5	-
Checking Harvard list	-	10
Checking Contemp. Psych.	-	10
Checking U of A McInnis list	1	1
Evaluation of results	5	-
Subtotal	**11 hours**	21 hours
Total	**32 hours**	

II. Shelf List Scanning

This involved matching our shelf list against the Conspectus and the 3rd edition of the LC classification for Psychology (1979) upon which the Conspectus is based. This provided an overall impression of the scope of our collection, especially where the foreign language component was particularly weak or strong and where there were pockets of special emphasis. The comparison with the Conspectus pointed out areas which are no longer classed in BF in the 3rd edition (eg. Race and Ethnic Psychology previously classed in BF 313-BF 840, now classed in GN 269-280); areas classed since 1979 in new numbers (eg. Infant Psychology classed for the last eight years in BF 720); omissions in the Conspectus (notably Small Group Psychology predominantly classed in BF 637 at UBC).

Time Spent

Bibliographer: 5 hours.

III. Interviewing

The following librarians were interviewed:

Dorothy Martin	Psychology subject specialist. Humanities/Social Sciences Ref. Div.
Linda Joe	Acting Head, Asian Studies Library
Inderjit Bhugra	Indic languages Cataloguer
Patrick Dunn	Interlibrary Loan Librarian
Leszek Karpinski	Western European Humanities/Social Sciences Bibliographer
Jack McIntosh	Slavic Bibliographer
Lynne Hallonquist	Biomedical Sciences Bibliographer

Pia Christensen	Education subject specialist. Humanities /Social Sciences Reference Division

This method of consultation helped to circumvent many of the obvious problems of one person attempting to complete a Conspectus single-handedly. I worked particularly closely with Dorothy Martin and where differences of opinion arose, further checking was undertaken until we were both satisfied with the levels assigned.

Time spent

Bibliographer	6 hours

Summary

A total of 83 hours was spent -- 50 hours professional time, and 33 hours non-professional time. My methodology favoured a qualitative, subjective approach, with an emphasis on list checking. While the methodology proved to be time consuming, it was decided that it would give the most valid result. Many factors brought into question the validity of shelf list counting: the Conspectus is eight years out of date; significant parts of the BF classification are inexplicably omitted; the Conspectus does not take into account areas previously classed in BF and reclassed with the 3rd edition; classifying practices have varied considerably from one library to another over the years; much significant material relevant to Psychology is not classed in BF; much material available in non-print format is uncatalogued.

Summary of Time Spent

Activity	Bibliographer	Library Assistant
Preparation for assessment	8	-
Assessment:		
List checking and evaluation of results	19	33
Shelf list scanning	5	-
Interviewing	6	-
Review and compilation of results	12	-
Sub Total	**50 hours**	**33 hours**
Total:		**83 hours**

General Scope Note

Our results indicate an overall 4E collection. In accordance with the special guidelines, we have, overall, over 50% of the journals indexed in PA as well as currently 100% and retrospectively 95.7% of the core journals cited by Pinski and Narin. We also have a significant number of monograph and reference titles pertinent to most subjects in recognized standard bibliographies. We have a complete set on microfiche of material in Psychological Documents[5], a valuable source for report literature and other fugitive material. In addition, we are a depository for ERIC microfiche. Our Education Clinic houses a collection of approximately 1,000 tests, together with a microfiche collection of unpublished tests. We have access to all data bases via Dialog, BRS, Can/Ole, and Medlars (NLM).

On the negative side, we have a longstanding policy to exclude most works judged to be either popular, or basic introductory textbooks. Our weakest period is the decade between 1973 and 1983. Since June 1973 we have excluded much Western European material not in the English language. Where an "F" language code is used, this refers to French, German, Slavic, Chinese and Japanese languages only. Our holdings in Hispanic and Italian languages are almost nonexistent for the area of Psychology. This decade is also a period of two major serial cancellation projects -- one in 1976 and the other in 1981.

In 1984 we received an endowment for Psychology (together with Anthropology and Sociology) which has significantly increased our funding and has just begun to have a noticeable impact on our Current Collecting Intensity for these subject areas. We are currently establishing a new collection policy for these areas. While we see no need to change our policy of excluding most popular works and introductory textbooks, we are now identifying area of research interest at UBC which should contain significant material in foreign languages, when this material is unavailable in English. We must also establish where our journal collection should be strengthened. NCIP has assisted us greatly in establishing these areas of emphasis, has provided us with ideas on how to maintain an ongoing evaluation of our Psychology Collection, and has laid the foundations for the development of our new collection policy for this area.

Jennifer Forbes
English language Bibliographer
March 3, 1987.

Footnotes

[1] The decrease is largely due to 30 cancellations between 1976 and 1986.

[2] Gabriel Pinski and Francis Narin, "Structure of the Psychological Literature," Journal of the American Society for Information Science 30 (May 1979), 161-168.

[3] Psychologia Africana, Zeitschrift fur Experimentelle und Angewandte Psychologie, and Japanese Psychological Research.

[4] Psychology Today, Behavior Science, Journal of Comparative Physiology.

[5] Died December 1985, but at present another publisher is said to be taking it over.

RLG CONSPECTUS WORKSHEET

PSYCHOLOGY

INSTITUTION: University of British Columbia

LC CLASS	SUBJECT GROUP		COLLECTION LEVELS AND LANGUAGE COVERAGE		COMMENTS
			ECS	CCI	
	GENERAL PSYCHOLOGY				
BF4-28	PSY1	Societies and Congresses; Collected Works	4F	4F	
BF30-32	PSY2	Reference Works	4F	4F	
BF38, 41-64	PSY3	Philosophy. Relation to Other Topics	4E	4E	Especially strong in works relating to Law.
BF38.5, 76.5, 180-198.5, 200	PSY4	Methodology and Research	4F	4E	
BF39-39.5	PSY5	Statistics. Mathematical Psychology. Computer Applications	4E	4E	
BF75-76.8	PSY6	Professional Issues--Economics of Practice	1E	1E	
BF75-76.8	PSY7	Professional Issues--Ethics	2E	2E	
BF75-76.8	PSY8	Professional Issues - Communication	1E	1E	
BF75-76.8	PSY9	Professional Issues - Lincensure/Certification	1E	1E	Since 1979 classed in BF 80.8
BF77-80.7, 80.9	PSY10	Study and Teaching	3E	3E	
BF81-120	PSY11	History and Biography	4F	4F	
BF121-149	PSY12	General Works, Addresses, Essays, Lectures	4E	4E	Weak in textbooks and popular works. Some monographs in German, Chinese and Japanese.
BF150-172	PSY13	Mind and Body	4E	4E	

RLG CONSPECTUS WORKSHEET

PSYCHOLOGY

INSTITUTION University of British Columbia

LC CLASS	SUBJECT GROUP	COLLECTION LEVELS AND LANGUAGE COVERAGE		COMMENTS
		ECS	CCI	
	GENERAL PSYCHOLOGY (cont.)			
BF176	PSY14 Psychological Tests and Testing	4E	4E	cf. LB 1131. Educational Psychology Clinic has a collection of ca. 1,000 tests as well as a microfiche collection of unpublished tests.

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RLG CONSPECTUS WORKSHEET

PSYCHOLOGY

INSTITUTION: University of British Columbia

LC CLASS		SUBJECT GROUP	COLLECTION LEVELS AND LANGUAGE COVERAGE		COMMENTS
			ECS	CCI	
		MAJOR THEORIES AND SYSTEMS			
BF173.A2-175	PSY15	Psychoanalytic Theory	3F	3E	cf. WM400-460. Journal collection is predominantly in English.
BF199	PSY16	Behaviorism, Neo-behaviorism, Functionalism	4E	4E	
BF203	PSY17	Gestalt Psychology	3E	3E	Weak in journals specifically related to this area.
BF204, 761-789	PSY18	Humanistic Psychology, Including Psychology of Faith, and Values	4E	4E	
BF204.5	PSY19	Phenomenological Psychology, Existential Psychology	4E	3E	

RLG CONSPECTUS WORKSHEET

PSYCHOLOGY

INSTITUTION University of British Columbia

LC CLASS		SUBJECT GROUP	COLLECTION LEVELS AND LANGUAGE COVERAGE ECS	CCI	COMMENTS
		INDIVIDUAL PSYCHOLOGY			
BF150-172, 210	PSY20	Neurophysiology and Neuropsychology	4E	4E	cf.QP 360-369. 63% of journals indexed in PA.
BF207-209	PSY21	Neuropsychopharmacology	4E	4E	Most of our holdings classed in QV's and W's. 62% of journals indexed in PA.
BF231-299, 495-499	PSY22	Senses and Sensation	4F	4E	
BF309-493	PSY23	Consciousness, Cognition, Perception, Intuition	4F	4E	BF 311: General works 4F for CCI. Special emphasis on cognition & perception.
BF317-319.5, 335-337	PSY24	Learning and Conditioning	4E	4E	
BF341-346	PSY25	Nature and Nuture	4E	4E	
BF353-357	PSY26	Environmental Psychology	4E	4E	
BF370-395	PSY27	Memory	4F	4E	
BF408-426	PSY28	Creative Processes, Imagination, Invention	4F	4E	
BF431-441	PSY29	Intelligence, Mental Ability, Intelligence Testing	4F	4E	Educational Psychology clinic has a collection of ca. 1,000 tests as well as a microfiche collection of unpublished tests.
BF455-463	PSY30	Thought and Thinking, Psycholinguistics, Psychology of Meaning	4F	4E	
BF501-504.3, 683	PSY31	Motivation	4E	4E	
BF511-593	PSY32	Feeling and Emotion	4F	4E	

RLG CONSPECTUS WORKSHEET

PSYCHOLOGY

INSTITUTION University of British Columbia

LC CLASS	SUBJECT GROUP		COLLECTION LEVELS AND LANGUAGE COVERAGE		COMMENTS
			ECS	CCI	
	INDIVIDUAL PSYCHOLOGY (cont.)				
BF608-635	PSY33	Will, Choice, Control	4F	3E	
BF660-678, 685	PSY34	Comparative Psychology	4E	4E	
BF692	PSY35	Sexual Behavior, Sex Roles, Sex Differences	4F	4E	
BF697	PSY36	Differential Psychology, Individuality, Self	4E	4E	
BF698-698.2, 795-819.5	PSY37	Personality, Temperament, Character	4F	4E	Race & Ethnic Psychology previously classed in BF 818-BF 848, now classed in GN269-280: 4W/4E
BF698.4-698.9	PSY38	Personality Assessment, Tests and Testing	4	4E	Educational Psychology clinic has a collection of ca. 1,000 tests as well as a microfiche collection of unpublshd tests.
BF699-711	PSY39	Genetic Psychology	4E	4E	cf. QH 546
BF712-717	PSY40	Developmental Psychology	4E	4E	
BF719, 719.6, 721.16	PSY41	Infant Psychology	3E	3E	Weak in journals relating specifically to this area. Classed in BF 720 since 1979.
BF721-723	PSY42	Child Psychology	4F	4E	cf.LB1101-1139
BF724-724.3	PSY43	Adolescent Psychology	4E	4E	
BF724.5-724.85	PSY44	Adult Psychology	4E	4E	
BF789.D4	PSY45	Death and Dying	4E	4E	

RLG CONSPECTUS WORKSHEET

PSYCHOLOGY

INSTITUTION University of British Columbia

LC CLASS	SUBJECT GROUP		COLLECTION LEVELS AND LANGUAGE COVERAGE		COMMENTS
			ECS	CCI	
	SPECIAL ASPECTS				
BF636, 481-482, 485	PSY46	Industrial and Applied Psychology	4F	4E	BF637 - 4E Collection on small group psychology.
BF725-727	PSY47	Psychology of Special Groups	2E	2E	Mainly handicapped and aged. Most of our material classed elsewhere.
BF751-755	PSY48	Psychology of Nations, National Characteristics	4F	4E	
BF839.9-990	PSY49	Physiognomy, Phrenology, Graphology, Palmistry	2E	2E	Physiognomy: 2W/2E; Phrenology: 2E/2E; Graphology: 2F/2E; Palmistry: 2Y/2Y (Indic languages)
BF1001-1389	PSY50	Parapsychology	3E	2E	BF 1038 Contains material in Oriental and Slavic languages.
BF1407-1999	PSY51	Occult Sciences	2F	2E	BF 1714 H5-4Y collection of pre-1800 classical texts on Hindu Astrology in Sanskrit and Hindi. BF 1714 C5 - 2Y collection on Chinese astrology in Chinese. BF 1770 C5 -2Y collection on divination in Chinese.

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SELECTED READING LIST

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SELECTED READING LIST

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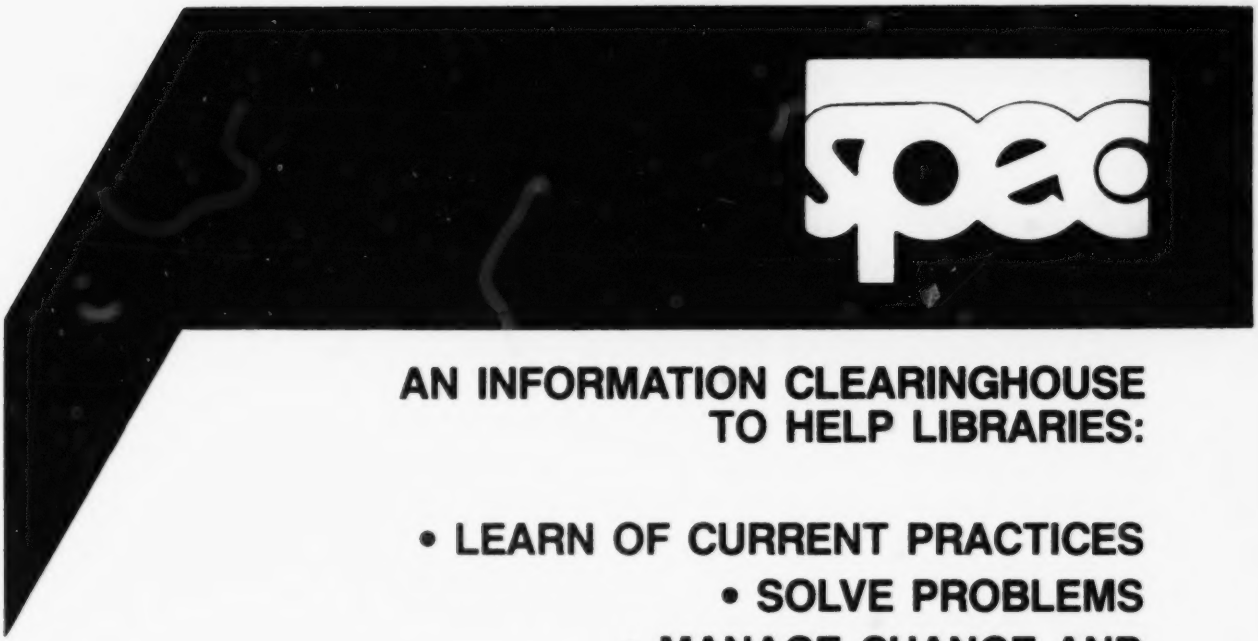

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